

of my spatial environment. As M. Séailles puts it, the experience of the children of the poor may often be such that moral instruction will seem like fairy-tales, only not nearly so amusing. Where there is antagonism between life and the school, the handicap is heavily against the school, and we may doubt whether the weight of words will improve the chances of success.

What of the child in happier circumstances? Is not the teacher's moral analysis likely to be viewed as a rather futile attempt to find excuses for the obvious? Is there any more reason for the child why we should demonstrate the inherent evil in this or that course of conduct, or why we should trouble ourselves to urge the good upon him as superior to the evil, than that we should give him reasons for calling an orange yellow and not black?

The whole question of the attitude of the child to moral instruction has received relatively little scientific consideration. It is not easy to get at the facts. Mere reminiscence can never satisfactorily reveal them. We need some objective methods of inquiry such as have already been foreshadowed in the pedagogical experiments of Meumann and others. The development of purposefulness in action, the study of the working of contrariant ideas, the determination of types, the analysis of cases of moral degeneracy, may all in their turn help to raise the discussion of moral education to something more nearly approaching a scientific level.

The most striking cases of successful methods seem at present to come from the institutions engaged in the education of moral degenerates. The results of the reformatory and industrial school system offer striking testimony to the soundness of Prof. James's reply when asked what he would do to make education of greater ethical effect:—"Increase enormously the amount of manual training relatively to the book work."

J. A. GREEN.

CLIMATE.

Climate, considered especially in Relation to Man.

By Prof. Robert de Courcy Ward. Pp. xv+372. (London: John Murray, 1908.) Price 6s. net.

PROF. WARD explains in the preface to his book that its aim is "to coordinate and to set forth clearly and systematically the broader facts of climate in such a way that . . . the general reader, although not trained in 'the technicalities of the science,' may find it easy to appreciate them," while "the needs of the teacher and student have been kept constantly in mind." An introductory chapter, essentially a synopsis of the first six chapters of vol. i. of Hann's "Klimatologie," gives an outline of the climatic elements and of solar and physical climate. The classification of climates according to belts of latitude and the general distribution of land and sea is next dealt with, and to this section is added a brief account of some of the more elaborate subdivisions which have been proposed. Then follow sections on the characteristics of climate in the tropics, the temperate

zones, and the polar zones; on the hygiene of the zones, and on the life of man in the zones; and a final chapter on changes of climate.

The basis of classification of climates actually adopted by the author, and employed in the second or applied section of his treatise, is thus primarily that of tropical, temperate, and polar zones, with boundaries defined by wind systems rather than by parallels of latitude or isothermal lines. Each zone is then subdivided according to the distribution of land and sea, giving as types marine, windward, and leeward coastal climates, interior climates, and, as a separate group, mountain climates. Experience has shown that, for general purposes, and particularly for elementary teaching, this method, in one form or another, is by far the most satisfactory, and it seems somewhat unfortunate that Prof. Ward does not state his own position more clearly and fully in his introductory chapters. The more elaborate methods, the description of which is here necessarily so condensed as to make difficult reading, are admittedly unsuitable for the purposes of the later sections of the book, and practically no use is made of them, but Prof. Ward deals with the method he himself employs in a couple of pages, and we are left in some uncertainty concerning his own views.

The descriptions given of the characteristics of the main climatic regions are admirable, and Prof. Ward has brought together an immense amount of illustrative matter which has hitherto been inaccessible to the ordinary reader. We could have wished, however, to see greater definiteness given to the normal position and extent of the major zones and their migrations by the insertion of a table similar to that given by Prof. Davis in his "Elementary Meteorology," showing the position of the equatorial belt and the trade wind belts at different seasons. Such a statement would, by the way, have made it easy to deal more adequately with the important question of the geographical and seasonal distribution of tropical cyclones. The distribution of monsoon regions seems also scarcely to receive the treatment it deserves; monsoon "belts" are discussed under the heading of tropical climates, the extension of monsoons in north-eastern Asia being merely referred to as an exception. The profound influence of the relief of the land in the production of monsoons and land and sea breezes is not emphasised, nor, in our opinion, is the importance of what may be termed "monsoonal influence" sufficiently recognised.

In the chapters describing the mode of life and occupations of mankind in different climates, Prof. Ward has again collected a wealth of illustration which affords extremely interesting reading, and will be of great value to the teacher. A good deal of matter, especially where the complex conditions of civilised life in the temperate zones are concerned, refers more to general geography than to climatology pure and simple, and considerable discussion might arise on the question of the precise significance of the climatic element in certain cases, but, on the whole, Prof. Ward avoids the dangerous pitfalls which beset this subject with great skill.