within the State. In his chapter on Loyalty and Disloyalty, the author disproves conclusively the commonly accepted assertion that "on the eve of the Civil War, California was in danger of joining the South." On the contrary, Professor Ellison points out that the great majority of the people of California were loyal to the Union and "might be relied on under all circumstances to keep order and sustain the Federal Government."

The book gives evidence of the most exacting and scholarly treatment. Footnote citations are copious and delightfully illustrative. A complete bibliography is added. Primary sources include Federal documents, California State publications, and contemporary California newspapers. An attractive feature is the simple, straightforward style of the writer. The summaries at the end of the chapters and the very effective resume of the author at the conclusion of the thesis are noteworthy additions of what is truly a very valuable contribution.

L. H. Creer.


These two publications will be conceded to be in perfect alinement with synthetic scholarship, the twentieth century's demand on intellectual achievement. It is true that we occasionally detect a slur in such phrases as "outlines of outlines," but every scholar knows the bewilderment of the nineteenth century's flood of monographs and he is blind indeed who does not visualize the need, the groping, the demand for new synthetic valuations. These authors have not claimed such qualities. They do not use the word "outline" or the word "synthesis" but they have achieved the desired substance. While the works differ in form, substance, style, and purpose, they are both concerned with American progress and have sifted the documents and sources of three centuries.

Professor Beard and his wife seem most concerned with economic growth and with political development national and in-
ternational. One unusual and refreshing element is the attention given to science. Throughout the two volumes are frequent references to the interest in science, and its influence on various phases of American life. The authors are by no means inattentive to the West as evidenced by Chapter XIII., in Volume I., entitled "Westward to the Pacific;" and by Chapter XIX., in Volume II., "Rounding Out the Continent."

The close of the last named chapter shows the quality and boldness of the entire work. The authors are discussing the Washington Conference of 1921, and say: "In the very year that the Conference was held, 'the declining Nations of the West' purchased in American markets goods worth five times the commodities bought by all the teeming millions of the Orient combined; even the workmen of war-sick Germany showed on the average a buying capacity ten times as great as the laborious coolies of China. With reference either to economy or culture, therefore, the peoples of the Orient could not by any conceivable operation supplant the Europeans in influencing the onward course of civilization in America. Far from transferring the center of gravity to the Pacific, the rounding out of the American continent really emphasized the closely-knit unity of the world."

Professor Parrington, in Main Currents in American Thought, is concerned with the progress of the American people and the development of democracy in the United States as expressed by literature. His two books (and there is to be a third) are the results of many years of laborious research. His conclusions do not always harmonize with established opinions of certain authors but his cogent reasoning and abundant evidence create a confidence, however reluctant, as page follows page. Not a few historians will find themselves checking back to these pages as they re-write American annals. The author quite frankly declares that he expects criticisms. He says in his Foreword: "The point of view, from which I have endeavored to evaluate the materials, is liberal rather than conservative, Jeffersonian rather than Federalistic; and very likely in my search I have found what I went forth to find, as others have discovered what they were seeking. ... That the vigorous passions and prejudices of the times I have dealt with may have found an echo in my judgments is, perhaps, to be expected; whether they have distorted my interpretation and vitiated my analysis is not for me to determine."

Professor Beard was for years a member of the faculty of
The Alaska Pathfinder

By JOHN T. FARIS. (New York: Revell, 1926. Pp. 221. $1.50.)

In 1877 only ten years after Alaska became the property of the United States Sheldon Jackson landed at Wrangell and placed there an American teacher. *The Alaskan Pathfinder* by John T. Faris tells the story of his work in establishing missions and schools in western Alaska, gives the reasons for his appointment as the first United States Commissioner of Education for Alaska and accounts for his success in introducing reindeer to Alaska.


Zimmermann's *Account of the Third Voyage of Captain Cook, 1776-1780*. Translated by MISS U. T EWSLEY of the Library Staff under the Direction of Johannes C. Andersen, Librarian, with a few Explanatory Notes. Bulletin, No. 2, Alexander Turnbull Library. (Wellington, New Zealand: Government Printer, 1926. Pp. 49. 2s. 6d. plus postage.)

This modest book has the distinction of being the first English translation of Henry Zimmermann's *Reise um die Welt mit Captain Cook*, Mannheim, 1781. The account is one of merit containing details of the third voyage not elsewhere available. That it should have remained untranslated for one-hundred, forty-five years can only be explained by the extreme rarity of the original. The Alexander Turnbull Library of Wellington, New Zealand, possesses one of the few known copies of the first German edition and deserves great credit for now making Zimmermann's narrative accessible to English readers. The volume contains a valuable bibliographical appendix, together with two plates and a map.

*Stories of Early Times in the Great West for Young Readers*. By FLORENCE BASS. (Indianapolis: Bobbs-Merrill, 1927. Pp. 203. $1.00.)

This small book, carefully prepared for reading in schools of the third to the sixth grade, exemplifies the best type of material now available to the school librarian. No political history is