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MENTALITY OF NATIONS.

IN CONNECTION WITH PATHO-SOCIAL CONDITIONS.

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THE general purpose of this article is a comparison between States of the Union and of different countries as to education and diffusion of knowledge, and to determine what relation, if any, intellectual conditions may have to patho-social and other conditions in those countries.

The countries selected are those in which data could best be obtained, except in the case of Russia. The official statistics upon which this article is based are for the year 1908, or as near that date as possible. It was frequently necessary to work the original data over again into other forms, so that the tables, especially for European countries, are entirely new.

It would carry us far beyond the limits of this inquiry to give the official statistics of the different countries of the world, showing that with few exceptions there has been within the last thirty to forty years a general increase, relative to population, of crime, suicide, insanity and other forms of abnormality.¹

Similar statistics also indicate within the same period, a great increase, relative to population, in education and in diffusion of knowledge. Likewise there seems to have been a still greater increase in business and commercial activities, resulting in a great accumulation of wealth and, unfortunately, among all classes an abnormal desire for material things which wealth can bring.

¹ See the author's *Man and Abnormal Man*, pp. 439 to 550. This book (780 pages) and its companion *Juvenile Crime and Reformation* (330 pages) are Congressional documents and may be obtained through any United States Senator or Representative.

In general, the world has been growing fast in almost all forms of activity, both good and bad, relative to population, but whether the good has increased faster than the bad, statistics are not as yet adequate to decide.

MENTALITY.

The word "mentality" is here used in the sense of diffusion of education, knowledge or information throughout the population as a whole. While the term "education" includes "knowledge," it also embraces training and development of the intellectual faculties, as carried on in school, college and university. The knowledge acquired in these institutions is of a more systematic nature than that which is understood as general knowledge or information.

In treating of the mentality of a community or country, there is no intention to determine which produces the greatest men, best books, or highest intelligence. To make such a study would require a comparative and historical estimate of the men of genius, the literature, art, architecture, etc. of each country. The purpose here is to estimate in a general way the diffusion of education and knowledge throughout the community, or country as a whole.

It is a general belief that the number of great men or geniuses is much less than in former times. The cause of this may be that the mentality of nations, instead of being concentrated in a few extraordinary individuals, is now more distributed or diffused throughout the population, raising the general level of intellectual activity.

One cause of this may be the great increase in educational opportunities of modern times, tending to develop talent which otherwise might remain in a latent condition.

The educational status of a nation consists in the amount of literacy, number of teachers, and number of persons in its primary and secondary schools, and in its colleges and universities, relative to population. The status of knowledge may be indicated by the number of books, periodicals and newspapers relative to population. This knowledge may take two forms, one gained through books, the other through periodicals and newspapers. One is knowledge in general; the other consists more in current information.

The question may be asked, if a community or country leads another in literacy, diffusion of education and knowledge; if relative to its population, it has more pupils in school, more teachers, more students in colleges and universities, more books in its libraries to read, and more periodicals and newspapers to peruse, is not this

country or community as a whole, very probably better educated and more intelligent than the other country or community? While there are exceptions due to special conditions, we are disposed to answer this question in the affirmative.

EDUCATION AND KNOWLEDGE IN THE UNITED STATES.

Before comparing a few of the leading countries of Europe, we will consider the degree of diffusion of education and knowledge in the United States, as indicated in the following tables (1 and 2).

Table 1.

MENTALITY.							
STATES.	EDUCATION.					INFORMATION KNOWLEDGE.	
	Per cent of Native white adult males not able to write (1900)	Per cent of School population (children 5-18 yrs. of age) enrolled; (1908)	Number of Teachers per 10,000 population (5 to 24 years of age) 1900.	No. of secondary students per 10,000 population (1909)	No. of students in higher education (1908) per 1000 population	No. of books in libraries per 100 population (1908)	No. of Newspapers and periodicals: No. of copies issued per capita (1900)
Column	1	2	3	4	5	6	7
North Atlantic	2.0	68.5	162	13.6	3.89	131	171
South Atlantic	11.5	64.8	93	6.7	13.19	58	30
South Central	11.1	64.7	83	5.8	2.23	15	26
North Central	2.9	71.6	174	14.4	4.54	60	95
Western	2.4	91.3	181	18.74	4.93	78	81
United States	4.9	69.3	140	11.7	3.75	72	93
Massachusetts	0.9	75.6	188	19.4	5.67	269	0.48
New York	1.8	66.8	164	14.3	3.50	120	0.33
Pennsylvania	2.5	65.1	137	10.2	4.32	73	0.56

Table I indicates in a general way the status of education and knowledge for the large groups of states.

In column 1 of the table is given the percentage of illiteracy among native whites; in column 2, of school population enrolled; in column 3, the relative number of teachers to population; in columns 4 and 5, the relative number of persons in high schools, colleges and universities to population.

Columns 6 and 7 refer to knowledge and information, one giving the books in libraries relative to population, and the other the number of copies of newspapers and periodicals issued per capita of population.

From examination of the table it will be seen that the Western and North Central States excel the other groups in diffusion of education. The groups rank in education as follows:

1. Western States;
2. North Central;
3. North Atlantic;
4. South Atlantic;
5. South Central.

It is true that the North Atlantic States have the least illiteracy, but the difference in their favor in this respect (Column 1) is not near so great as the differences in favor of the Western and North Central in other respects, as shown by Columns 2, 3, 4 and 5.

In regard to knowledge or information as indicated by the number of books, periodicals and newspapers (Columns 6 and 7) relative to population, the North Atlantic States are far in advance, the North Central and Western coming second and the South Atlantic and South Central following. The North Central excel the Western in issues of newspapers, and the Western excel the North Central in number of books in libraries. The rank then is as to knowledge:

1. North Atlantic,
2. Western and North Central,
3. South Atlantic,
4. South Central.

In general the groups excelling in diffusion of education excel also in diffusion of knowledge, with the exception of the North Atlantic, which are first in knowledge and third in education. Thus it may be true of communities as of individuals that those who have most education do not always possess the most knowledge. Many students take a college course on account of the benefit and help they may receive and not for love of knowledge. On the other hand, some deprived of early educational advantages have a thirst for knowledge, as indicated in the reading of many books.

For further comparison we will select three of the old and wealthy states, as Massachusetts, New York and Pennsylvania at bottom of Table I. It will be seen that Massachusetts excels in diffusion of education and knowledge except in knowledge of current events (Column 7) represented by newspapers and periodicals, in which New York (0.33) leads. Pennsylvania, as compared with New York, is inferior in all points except in diffusion of higher education. Further comparisons between individual states can be made by examining Table 2:

Table 2.

STATES.	EDUCATION.					INFORMATION KNOWLEDGE.	
	Per cent of Native white adult males not able to write (1900)	Per cent of School population (children 5-18 yrs. of age) enrolled, (1908)	Number of Teachers per 10,000 population (5 to 24 years of age) 1900.	No. of secondary students per 10,000 population (1909)	No. of students in higher education (1908) per 1000 population	No. of books in libraries per 100 population (1908)	No. of Newspapers and periodicals: No. of copies issued per capita (1900)
Column	1	2	3	4	5	6	7
Maine	3.1	79.2	259	16.6	3.58	147	0.27
New Hampshire	2.0	67.4	232	17.7	3.59	233	1.44
Vermont	4.1	79.7	265	17.6	3.34	172	1.60
Massachusetts	0.9	75.6	188	19.4	5.67	269	0.48
Rhode Island	2.0	65.3	156	15.4	2.80	201	2.32
Connecticut	1.0	77.3	182	14.3	4.60	225	1.50
New York	1.8	66.8	164	14.3	3.50	120	0.33
New Jersey	2.3	70.0	133	10.3	1.78	79	0.97
Pennsylvania	2.5	65.1	137	10.2	4.32	72	0.56
<i>South Atlantic:</i>							
Delaware	7.1	75.4	125	9.4	1.30	63	3.03
Maryland	5.1	65.0	130	8.0	4.45	103	2.66
District of Columbia . . . . .	.9	77.5	193	20.3	13.57	1111	0.72
Virginia	12.2	59.1	106	8.3	3.12	37	4.79
West Virginia	10.7	74.2	120	4.7	2.59	15	5.85
North Carolina	18.9	70.6	68	5.0	3.55	16	9.09
South Carolina	12.3	61.9	67	4.7	2.75	20	9.46
Georgia	11.8	60.4	80	5.7	2.33	15	2.51
Florida	8.3	65.7	99	6.3	0.74	11	3.65
<i>South Central:</i>							
Kentucky	14.3	60.0	90	5.2	2.58	21	2.55
Tennessee	14.1	71.3	82	7.2	2.30	20	1.22
Alabama	13.8	55.7	61	4.5	2.41	18	6.13
Mississippi	8.1	77.9	77	5.0	1.72	10	11.93
Louisiana	16.9	49.2	70	3.8	1.99	11	3.12
Texas	5.8	65.5	101	8.1	1.95	12	3.40
Arkansas	10.5	74.2	73	5.7	1.36	11	5.85
Oklahoma	2.7	63.1	103	3.6	2.29	6	4.22
<i>North Central:</i>							
Ohio	3.2	71.6	176	14.5	3.26	76	0.65
Indiana	4.4	69.1	158	16.5	5.26	48	1.69
Illinois	2.8	64.1	160	12.3	4.62	68	0.48
Michigan	2.4	74.2	167	15.4	5.54	76	1.38
Wisconsin	1.9	67.3	173	14.2	3.81	63	1.60
Minnesota	1.0	69.2	181	12.6	4.27	50	1.27
Iowa	1.6	81.8	251	19.8	5.37	58	1.76
Missouri	5.4	68.9	128	10.5	4.41	43	11.93
North Dakota	1.0	85.9	187	9.73	2.05	26	2.11
South Dakota	0.8	78.1	230	14.5	3.92	32	2.31
Nebraska	1.0	87.1	206	20.4	7.19	49	1.67
Kansas	1.7	79.6	182	16.8	4.81	49	1.89

Table 2 (Continued).

Column	1	2	3	4	5	6	7
<i>Western:</i>							
Montana	0.8	71.1	152	7.6	1.76	72	1.92
Wyoming	0.8	83.3	142	6.0	0.94	51	2.49
Colorado	2.4	101.2	181	21.2	6.63	84	1.79
New Mexico	23.6	63.8	78	6.7	1.40	22	6.83
Arizona	4.5	69.5	108	8.4	1.78	30	2.67
Utah	1.2	76.4	136	16.6	3.43	40	3.06
Nevada	0.8	108.2	274	18.2	4.82	178	3.15
Idaho	1.1	111.0	138	14.9	2.22	27	3.97
Washington	0.5	121.1	189	25.3	5.50	57	1.71
Oregon	1.1	82.5	215	17.1	6.14	46	1.50
California	1.1	89.6	212	21.3	5.98	120	1.05

EUROPEAN NATIONS.

In Table 3 we have applied a method similar to that in the case of the United States, in estimating diffusion of education and knowledge in some of the leading European countries.

Column 1, Table 3, gives the relative amount of illiteracy among army and navy recruits. As these are mostly adults, they probably represent best the real amount of illiteracy. Column 6 gives the number of publications (relative to population) in the list of the Smithsonian Institution here in Washington. These publications are of the highest class, including journals issued by learned societies and governmental institutions.

Examining Table 3 it will be seen that Switzerland is much in advance of all the other countries in general diffusion of education and knowledge, and Russia is last. Italy also is very low in these respects. France shows a high degree (next to Switzerland) of diffusion in university education (81) and newspaper information (251). Germany shows the lowest degree of illiteracy and publishes the largest number of books, but not relative to its population. Denmark issues the largest number of books relative to population.

The United States, compared with European nations is next to highest (Switzerland) in number of newspapers issued, but next to lowest (Russia) in number of university students enrolled and books produced, relative to population.

COMPARISONS.

Since we are disposed often to estimate countries as to their mental status or literary production without reference to their population, we will compare the countries in Table 3 according to the absolute number of books, periodicals and newspapers published, as given in columns 7, 8 and 10.

Table 3.

COUNTRY 1908.	EDUCATION				KNOWLEDGE AND INFORMATION				
	1	2	3	4	5	6	7	8	9
Column.....	1	2	3	4	5	6	7	8	9
	Number of Illiterates per 10,000 recruits	Per cent of population enrolled in schools	Number of University students per 10,000 population	No. of Newspapers per million population	No. of Books published per 100,000 population	Smithsonian list: No. of publications per million population (1904)	No of Books published	No. of Newspapers and periodicals issued (year)	Smithsonian list: No. of publications (19 4)
Belgium.....	833 ¹	12.2	68	27	28	48	2763	209 (1908)	354
Denmark.....	20 ²	13.0	..	84	135	42	3519	220 (1908)	112
France.....	346 ¹	14.2	81	251	28	42	8799	9877 (1908)	1723
Germany.....	4	17.0	65	115	49	39	33317	7000 (1907)	2390
Great Britain and Ireland....	100 ¹	17.0	56	98	22	45	9821	4400 (1905)	2038
Italy.....	3072 ³	8.1	77	60	21	24	6918	2067 (1904)	834
Netherlands.....	210	15.0	72	132	56	36	3258	760 (1906)	207
Russia.....	6110 ⁴	4.5 ⁶	16	8	6	3	23852	2229 (1905)	515
Switzerland.....	9	18.6	178	275	116	90	4256	1005 (1907)	351
United States.....	380 ⁷	19.7	20	260	10	..	9254	21320 (1908)	.....

1 1904.—2 1897.—3 1903.—4 1895.—5 England and Wales.—6 1907.—in 1907, 39 per cent of males and 27 per cent of all persons (9 years of age and more) were able to read.—7 In white male population 21 to 24 years of age in 1900.

As to largest number of books the rank is Germany, Russia, Great Britain, United States, France, Italy, Switzerland, etc.

As to number of newspapers and periodicals, United States is unique, publishing twice as many as France (next in rank); and from three to ten times as many as some of the other countries.

As to the Smithsonian list of publications, the rank is Germany, Great Britain, France, Italy, Russia, Belgium, Switzerland, etc.

If we take the extremely illiterate countries, as Russia, Italy

and Belgium, we find a correspondingly low percentage of the population enrolled in the public schools and a relatively low percentage of newspapers published. But when we come to the number of university students enrolled, the correspondence fails as to Italy and Belgium, which have, relative to population, a larger number of university students than Germany or Great Britain. As to the number of books published relative to population, the correspondence fails in the case of Belgium which produces as many books as France (Column 5, Table 3) relative to its population. As to the Smithsonian list of publications, the correspondence fails in the case of Belgium, which is next to the highest (Column 6, Table 3).

If, now, the countries distinctly the least illiterate, as Germany, Switzerland and Denmark, are compared in respect to enrollment in schools or primary education, the correspondence fails in the case of Denmark, which is behind France, Great Britain and the Netherlands. There is no further correspondence of these three highly literate countries, in the other educational columns.

In brief, there appears to be but little necessary relation in these countries between degrees of education or amount of literary production. Thus, Italy with its great illiteracy, stands very high in university education. This is interesting in connection with the fact that Italy is doing some of the best work in sociology, which is suggestive in connection with the further fact that she stands next to the highest in production of sociological works, as indicated in Table 4, Column 6.

The United States has a large percentage of illiteracy, yet ranks highest in percentage of population enrolled in schools, but has the smallest number of university students. It has next to the largest number of newspapers, but produces next to the smallest number of books. Russia, about which data are more difficult to obtain, stands lowest in all respects relative to its population.

Different countries naturally do not classify books in the same way, and sometimes one country will include under one head publications that other nations would place under another subject, and hence results given in Table 4 must be taken in a general way.

In order to render the table more trustworthy, we have included two or more subjects under one head. For instance, under "History," both "Biography" and "Geography"; under "Literature," "Poetry," "Fiction," and "Drama," and under "Religion," "Theology." "Fiction" is both put by itself, and also combined with "Literature."

A few headings could not be classified nor combined with

others and were omitted so that the table is not complete, but the percentage for each subject given is, of course, not affected.

It may be interesting to note the kind of books some countries prefer, as shown in Table 4. Thus, France publishes relatively more medical works (10.5) than any other nation here mentioned. Italy is second (7.6) and Belgium third (5.6) in this subject. That is, the Latin nations seem more inclined to medical knowledge. Belgium publishes relatively the most law books, Denmark the fewest. United States, Denmark and Belgium lead in religious works. Denmark and France excel in literature, and Germany and Italy in educational works, and France in books on military science.

Table 4.

BOOK PRODUCTION—PER CENT FOR EACH SUBJECT.						
COUNTRY 1908	MEDICINE	LAW	PHILOS- OPHY	RELIGION	HISTORY	SOCL- OGY
Belgium.....	5.7	7.0	2.6	3.8	13.4	8.6
Denmark.....	3.7	1.1	1.2	9.6	....	...
France.....	10.5	6.3	2.1	7.3	17.3	6.4
Germany.....	5.8	10.0 ¹	2.3	8.4	9.0	10.0 ¹
United Kingdom..	3.1	2.6	...	9.5 ²	13.9	6.7
Italy.....	7.6	4.9	2.8	4.4	12.0	6.7
Netherlands.....	3.3	5.3	...	6.2	....	5.3
Russia.....	4.6	3.1	...	6.8	3.0	...
United States.....	3.6	9.9	1.9	8.8	14.7	5.9

COUNTRY 1908	LITERA- TURE	EDUCA- TION	ART	SCIENCE	MILITARY SCIENCE	FICTION
Belgium.....	17.3	3.8	6.2	7.0	1.1	...
Denmark.....	23.2	3.3	2.2	9.7	...	...
France.....	22.0	11.4	1.2	4.5	3.9	...
Germany.....	19.5	13.8	2.9	5.7	2.3	13.7 ³
United Kingdom..	18.4	6.4	...	11.8	...	2.6
Italy.....	14.1	13.1	2.6	5.8 ³	1.9	6.3
Netherlands.....	...	9.3	...	5.3 ³	...	...
Russia.....	10.2	7.9	...	2.5	...	...
United States.....	13.3	4.5	2.5	5.1	...	16.0

¹ Law and Political Science. — ² Religion and Philosophy. — ³ Science and Technology. — ⁴ Law and Administration — ⁵ Belles Lettres.

SOCIOLOGICAL CONDITIONS.

In Table 5 are given some sociological data as to the several countries.

Russia, Germany and Italy show the highest birth rates (Column 1), but also high death rates (Column 3) and a high percentage of mortality of children under one year of age (Column 4).

Under the head of persons actively engaged in some occupation (Column 6), are excluded the infirm or those incapable of work. Women who have no regular occupation are excluded. Persons living on their money, or from rents, or who are pensioned, are also

excluded. The countries having more than the average of such active citizens are France, Italy, Switzerland and Germany. Russia, Netherlands and the United States show the lowest percentage of this class of citizens.

In number of still births (Column 2, Table 5), Italy, France, Belgium and United States show highest rate in order given.

England and the United States have the largest number of marriages (Column 5, Table 5).

There is a great difference as to number emigrating from their native country (Column 7). This occurs usually where density of population (Column 8) is considerable, though not in direct relation to the the degree of density. Italy, England and Belgium have the largest figures for emigration (Column 7).

Table 5.

SOCIOLOGICAL CONDITIONS.								
COUNTRY	Number of births per 1,000 population	Number of still births per 100 births	Number of deaths per 1,000 population	Number of deaths under one year of age per 100 born	Number of marriages per 1,000 population	Per cent of population actively engaged in some occupation in 1901	Number emigrating from Europe per 10,000 inhabitants	Number of inhabitants for every q. k. m.
	1	2	3	4	5	6	7	8
Belgium (1907)	25	4.3	15.7	13.2	8.02	46	24	227
Denmark	29	2.4	14.7	10.8 ^b	7.5	45	17	66
France (1905)	21	4.5	20.6	4.3	8.1	51	..	73
Germany	33	3.6	19.0	17.8	7.9	45 ^b	4	112
England and Wales..	26	..	14.7	12.1	14.3	44	74 ^b	215
Italy (1905)	32	4.5	21.9 ^d	15.6 ^e	7.7	50	183	113
Netherlands	30	3.9	15.0	10.3	7.3	38 ^b	5	154
Russia (1903)	47	..	29.4	27.2 ^g	8.7	25 ^h	..	6
Switzerland	27	3.2	16.2	10.8	7.8	47	10	80
United States	22	4.3	15.9	15.9	9.1	38	..	8

^a 1900.—^b 1907.—^c per 100 births.—^d 1904.—^e 1907.—^f 1899.—^g 1901.—^h 1897.—ⁱ 1900.—^k United Kingdom.

PATHO-SOCIAL CONDITIONS.

In Table 6 are given figures (relative to population) of patho-social data, based upon official reports of the several countries.

The difficulties of comparing the statistics of crime and other social abnormalities in different countries is well known. This is due to difference of statistical methods, diversity of laws, variety of points of view as to not only what is crime, but as to different forms of crime and immorality.

Notwithstanding these difficulties, a few of the figures in Table

6 may be used for comparison in a general way as to murder (Column 2), suicide, (Column 7), illegitimacy (Column 8) and divorce (Column 9).

Italy exceeds the other countries in murders to an enormous extent, being nearly 8 for every 100,000 population, Belgium (0.71) and France (0.69), show relatively high figures for murder.

As to suicides (Column 7), Italy 6.9, England 7.4, and Netherlands 8.4, are very low, compared with Germany 22, France 22, and Denmark 20, per 100,000 inhabitants.

As to divorce, Italy is the lowest, 6, and the United States the highest, 86 per 100,000 inhabitants.

The Netherlands and Italy show the lowest percentage of illegitimacy, and France the highest (3.2). It will be noted that while Italy shows such a high percentage of the gravest form of crime (murder), it has the lowest percentage of illegitimacy and divorce, and a low figure for suicide, illustrating a tendency to change the forms of evil as distinguished from the amount of it.

Table 6.

PATHO-SOCIAL CONDITIONS.									
BASED UPON OFFICIAL REPORTS, 1908	CRIMINALITY				Number of Insane in institutions per 100,000 inhabitants	Number of Paupers in institutions per 100,000 inhabitants	Number of Suicides per 100,000 population	Number of illegitimate births per 1000 population	Number of divorces and separations per 100,000 population
	NUMBER CONVICTED PER 100,000 INHABITANTS								
COUNTRY	Crime in general	Murder or homicide	Theft	All offenses and crimes					
Column.....	1	2	3	4	5	6	7	8	9
Belgium	715	0.71	114	2628	234	900	11	1.6	17
Denmark	258	0.30	76	...	...	...	20	...	25
France (1905)	501	0.69	156	1392	178	153	22	3.2	25
Germany	1240	0.13	152	199 ^m	22	...	22	2.9 ⁿ	21
England and Wales... ..	298 ^b	0.19	217 ^c	1699	356	221	7.4	...	22
Italy (1905)	1350	7.81	413	2562	...	3070 ^o	6.9 ^e	1.1	6
Netherlands	2701	0.12	...	...	187	2360 ^p	8.4 ^e	0.64	32
Russia (1903)	92	...	...	...	42 ^r	...	...	...	...
Switzerland	211	...	...	525 ^f	231 ^g	...	19	1.2	43
United States .....	...	...	...	...	256 ^l	101 ^m	18 ^e	...	86

^b all crimes known to police — ^c larcenies known to police. — ^d known to police — ^e deaths from suicide. — ^f number sent to prison, jail or workhouse. — ^g number on January 1. — ^h 1906. — ⁱ 1903. — ^m 1901. — ⁿ 1907. — ^o out-door relief included — ^p 1907. — ^r 1899.

CORRESPONDENCE OF MENTAL AND PATHO-SOCIAL CONDITIONS.

Although correspondence between mental and patho-social conditions, or concomitant relations, does not necessarily indicate causal

connection, yet it is interesting to note a few instances. In general, those countries which have the greatest illiteracy, as Italy, Belgium and France (Table 3, Column 1), show the highest percentage of murder (Table 6, Column 2). They also have a high percentage of still births, death rate and death rate under one year of age (Table 5, Columns 2, 3, 4). Two of these countries, where the illiteracy is more pronounced, as in Italy and Belgium, show a low rate of suicide and divorce (Table 6, Columns 7 and 9).

On the other hand, the least illiterate countries, as Germany, Switzerland and Denmark (Table 3, Column 1) have a high rate of suicides (Table 6, Column 7).

[The reader is referred for sociological and patho-social data to the official reports of each country. See also the following works: *Annuaire de la Presse Française*, Paris, 1909; *Bibliographie de la France*, Paris, 1909; *Bibliographischer Monatsbericht*, Leipsic; *Bollettino delle pubblicazioni Italiane*, 1909; Brinkman's *Alphabetische List*; Bureau of Education, *Annual Report*, 1909, and *Report on Libraries*, 1908; *Bureau de la Presse*, St. Petersburg; *Cercle de la librairie*, Paris, 1909; *Handwörterbuch für Staatswissenschaften*, Jena, 1909; *La Belgique Artistique et Littéraire*, March, 1908; *Le Droit d'Auteur Lausanne*, December 15, 1909; *London Publishers' Circular*, 1909; *Meyers Konversations-Lexikon*, article "Zeitungen"; *Offizielles Adressbuch des deutschen Buchhandels*; *Publishers' Weekly*, New York, 1909; *Records of National Library*, Switzerland, 1908; *U. S. Census Statistics of Teachers*, 1905, Washington, D. C.]