

lighted with the happy treatment of a subject of perennial interest. Mr. Butcher brings so much ripe scholarship to bear on his author, flashes so many-side lights upon him, and is withal so concise and perspicuous, that he must indeed be a dull school-boy who will not read the book voluntarily, and a very blasé reader who will go through it without some enthusiasm. Mr. Butcher, in addition to being a charming writer, is an accomplished critic, and in a chapter of surpassing interest, with rare anatomical skill, he lays bare the secret of Demosthenes' force and energy, and the perfection of his literary form. We have no space to follow Mr. Butcher through the controversial questions that beset the student of Demosthenes; suffice it to state that they are fully and intelligently treated. We especially advise all masters and pupils who are engaged this year upon Demosthenes to procure this little book and to read it through. It is worth tomes of verbal quibbling and linguistic hair-splitting, and goes far to redeem classical scholars from the reproach of laborious trifling and erudite ignorance of practical affairs.

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GUIDES FOR SCIENCE TEACHING. No. VII. Worms and Crustacea. By Prof. Alpheus Hyatt. Boston: Ginn, Heath & Co., 1882.

THIS is the second of the series that has come under our notice, and we welcome it as a most important addition to the ever-increasing number of science primers, amongst which, for simplicity of arrangement and adaptability to the requirements of elementary teaching, these booklets, issued under the auspices of the Boston Society of Natural History, occupy a first place.

In the little volume before us, fourteen pages are devoted to worms—an amount of space that is hardly commensurate with the importance of the subject, more especially in view of the impetus that has recently been given to its study by the researches of Darwin. The remainder of the book, up to p. 68, treats of the lobster, the crab, and their congeners—a department which owes so much to the labours of Prof. Huxley. The lessons

are nicely illustrated, and succeed admirably in elucidating the text.

We would commend to our readers the following extract from the preface:—"It is not the amount of knowledge gained, it is the habit of persevering in seeing and thinking over and over again the same things until the mind can arrange and properly assimilate them, which makes a lesson in observation valuable."

We would venture to suggest the taking of a little more care with the composition. In the sentence we have quoted, "thinking over and over again the same things," is not elegant. Immediately preceding, the preface reads, "How much pupils learn is of little importance; how they learn, everything, in the early years of training." This arrangement is bad. At p. 11, "In December several seeds were found in one hole which had sprouted," is scarcely what the author meant to say.

The price of the series (15 cents each) is very reasonable, and should enable every teacher to provide himself with a set, as we have reason to believe that the other issues are equally valuable, although we have seen only one of them. We would be glad to examine the series *in extenso*.

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BEOWULF. I. Text (only). Edited from the text of M. Heyne, by Jas. Albert Harrison, Professor of English and Modern Languages in Washington and Lee University. Boston: Ginn, Heath & Co.

THE study of Anglo-Saxon is daily receiving increased attention in the lecture-rooms of those colleges that are not bound hand and foot to a stereotyped course of Classics (so-called) and Mathematics. A knowledge of Anglo-Saxon is imperatively demanded before any one can boast of his "English."

Hitherto, Beowulf could be procured only from Germany or Britain, and the publishers deserve the thanks of students for this excellent edition of a really classical work. The text is complete in 101 pp., paper covers, and, we should suppose, will sell for seventy-five or eighty cents. A glossary is promised shortly.