

book is well printed, though we notice on the chart of the clocks of the world (p. 3) that the hands at Hamilton, Ont., have got into their wrong place. In conclusion we are glad to hear that Mr. Lovell has an Introductory work in the press. We feel sure that it will be welcomed by all educators.

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OUTLINES OF THE PHILOSOPHY OF ARISTOTLE, by Edwin Wallace.

(James Parker & Co., Oxford and London.)

(For sale at Dawson Bros.)

This short outline of Aristotle's Philosophy is a work of peculiar merit, and will be of the utmost value not only to the classical student, but to the larger circle that interests itself in Philosophy and Literature. The author of the work is a well-known Oxford Tutor, and it is executed with admirable skill. Following upon the Introduction come six Parts, in which Aristotle's philosophical views are considered under the different heads of Logic, Metaphysic, Philosophy of Nature, Psychology, Moral and Political Philosophy, and Philosophy of Art. These are again subdivided into sections, in which a short but clear summary of the Stagirite's views upon different points is given. These summaries are followed by important passages taken from his different works in illustration and confirmation of the views of Aristotle's philosophy set forth by the writer. The importance attached by Plato, Aristotle's teacher, to education is well known, and the pupil was hardly behind his master. Our readers will be glad to read the following, which is the summary given in Part V., § 65, of Aristotle's views upon this subject:

"Education should be so guided by legislation as to make it correspond with the results of psychological analysis, and follow the gradual development of the bodily and mental faculties. Children should during their earliest years be carefully protected from all injurious associations, and be introduced to such amusements as will prepare them for the serious duties of life. Their literary education should commence with their seventh and be continued to their twenty-first year, this period being divided into two courses of training—the one from the seventh year to puberty, the other from puberty to twenty-one. Such education should not be left to private enterprise, but should be undertaken by the State, to which indeed the citizen belongs. There are