

ELEMENTARY CLASSICS: *Virgil's Georgics*, Book IV. by T. E. Page, M. A., *Suetonius' Stories of the Cæsars*, by H. Wilkinson, M. A. Price 1s. 6d. each. Publishers Macmillan & Co., London. These convenient editions, published with notes, introduction and vocabularies, are designed to furnish students of Latin with easy and interesting reading.

THE FIFTH BOOK OF XENOPHON'S ANABASIS, edited by Alfred G. Rolfe. Pages 115; price 45 cents. Ginn & Co., publishers, Boston. This volume is one of Ginn's "School Classics," edited under the supervision of W. C. Collar and John Tetlow. The Fifth Book is chosen on account of its interest and the ease with which it can be translated,—the object being to provide suitable material for sight reading in Greek. The excellence of the printing of the Greek text leaves nothing to be desired.

AN EXPERIMENT IN EDUCATION, by Mary R. Alling Aber. Pages 244; cloth. Publishers Harper & Bros., New York. The author of this experiment tells us that it was an outcome of the conviction, derived from her ten years experience of teaching, that "bad mental habits and mental life devoid of habit were legitimate products of our processes of education." \* \* \* "The aim of the experiment was to see if the child may not be introduced at once to the foundations of all learning—the natural and physical sciences, mathematics, including language and history—and at the same time be given a mastery of such elements of reading, writing and number as usually constitute primary education." The experiment was first tried in Boston, with a school of nine children between the ages of five and a half and seven years, and in the following year at Englewood, Illinois. The method was to allow the fullest play to the imagination and observation of the children, developing ideas of number, geography, natural science, reading, etc., as they went along, just as any bright, intelligent primary teacher would proceed, but in a much more extended way. No effort was made to restrain the child from advancing easily as far as possible. Thus when one of the children was reading from the leaflet describing the palmate veining of the cotton-plant, she was asked by a visitor what palmately-veined means. The child drew on the board a fairly correct outline of a cotton-plant leaf, inserted its palmate veining, and turning to the visitor pointed to that veining. In all studies the same plan was pursued to make the children acquainted with science, history, literature, at the same time they were mastering the three R's. The book is well worth reading; if only to awake teachers to the fact that time and mental power may be gained by opening up to their pupils as they go along some of the "superior knowledge" which under a judicious teacher may be brought within their mental grasp.

THE STUDY OF FRENCH, by Alfred F. Eugène and H. E. Duriaux. Pages 312; price 3s. 6d. Publishers Macmillan & Co., London and New York. The plan of this book is very clear and simple. Principles are sparingly introduced and abundant practice is rigidly insisted upon.

HYGIENE FOR BEGINNERS, by Ernest S. Reynolds, M. D., London. Pages 235; cloth; price 2s. 6d. Publishers Macmillan & Co., London and New York. This primer is designed for popular use and for young students. It begins by giving as much, in outline, of physiology and anatomy as shall aid in understanding the principles that govern the laws of health. These are stated in plain, simple language and contain what the general public should know if they wish to preserve health and escape disease.

ALGEBRA FOR BEGINNERS, Todhunter & Loney, published by Macmillan & Co. This revision of an old standard work should give it new life. Simple equations are introduced immediately after division. The sets of examples have been broken up, enlarged and distributed among the explanatory matter. The latter is made clearer by the introduction of questions or examples after almost every statement. There are good chapters on square root and factors, subjects to which teachers have to devote considerable attention.

THEORY OF PHYSICS, by Joseph H. Ames, Ph. D., published by Harper & Brothers, New York. The adoption of a uniform examination system in the Nova Scotia High Schools has greatly stimulated the study of most of the academic subjects. It is a comparatively easy matter for a good teacher to drill pupils thoroughly in mathematics, English or history, and at the same time to deeply interest in these studies the more earnest pupils. It is much more difficult to do so in the case of the scientific subjects. To procure apparatus for the study of physics is not easy. Many things in sound, heat and mechanics may be simply illustrated. For the rest it is probably wiser to confine oneself to the mathematical parts of the subject and to a verbal explanation of the chief laws and their bases. To teachers wishing to follow this plan, and at the same time to acquire a much wider knowledge than can be obtained from Gage, the book whose title is printed above, will be decidedly useful. In five hundred pages, duodecimo, the chief laws of the great science are developed with force and, for the most part, with considerable clearness. The style of exposition is such that one would suppose the book to be taken down word for word from lectures given to college students. Teachers should therefore be able to derive important assistance in arranging their own lessons. One does not find tedious, detailed accounts of instruments. These the author has endeavored to describe only so far as is necessary for the understanding of general principles. Thus the book is specially adapted for the large number of students who wish to include some knowledge of physics in their education, but do not wish to or cannot take a laboratory course in college. An account is given of the dissociation theory of electrolysis. In Prof. Ames' book a statement of the facts established concerning the Roentgen rays is given. Johns Hopkins University does considerable work in the study of light, and teachers should welcome the account of interference phenomena as affording convincing proofs of the soundness of the undulatory theory.

T. C. M.