

The Macmillan Company, London and New York, have just published "A School Chemistry intended for use in high schools and in elementary classes in colleges," by John Waddell, B. A. (Dal. Cell.), B. Sc. (London), Ph. D. (Heidelberg), D. Sc. (Edin.), member of American Chemical Society; formerly assistant to the professor of chemistry in Edinburg University; lecturer in chemistry in the School of Mining, Kingston. Pages xiii. + 278, $5\frac{1}{2} \times 7\frac{1}{2}$ inches. Professor Waddell has for two years examined the chemistry papers of the provincial examinations of Nova Scotia as Assistant Provincial Examiner; and was therefore fully acquainted with our conditions before undertaking the work. It is considered by some as more suitable for our Grade C work than the present text. The attention of our chemistry teachers is therefore called to the book.

Readings in Canadian History is a fine volume of some 350 pages, 6 by 9 inches, composed of a great number of articles on leading Canadian historical incidents, in which we have the latest researches embodied by many of the most eminent writers in Canada. It is worthy of an important place in every school library, and will be found to be specially useful in stimulating an interest in historical studies. The plan of the volume originated with Geo. U. Hay, M. A., Ph. B., F. R. S. C., Editor of the *Educational Review*, St. John, N. B., who selected the writers and edited the work in a very creditable manner.

School Room Decorations in Ontario, Historical and Patriotic, by J. George Hodgins, M. A., LL. D., Librarian and Historiographer of the Education Department for Ontario, is a very prettily illustrated pamphlet of 26 pages. It opens with the head line, "Why do Boys Leave the Farm?" The illustrations are good reproductions of many of the best historical pictures and scenes of Canada, and the whole work is a capital exposition of the great value of properly decorated school rooms, and well kept school grounds.

SCHOOL LIBRARIES.

In the revised educational statutes which will soon be published, the school section can assess itself for school libraries. Already, very many schools have formed libraries by voluntary subscriptions, or by entertainments given by the pupils and teacher. A library comes next in importance to the school itself. It is a sort of a University extension of the school, which all within the section can enjoy after the school life is over.

In Britain there is a special Act to enable communities to assess themselves for a local library. But in our organized school sections all the machinery for such an organization is already in existence. All that was necessary was to insert the words "school libraries" as one of the objects for which money could be voted at the annual meeting.

We have the library building already erected, for no place can be more central for such a purpose than the school house. And the teacher can often be the best kind of librarian without any special pay. All that is generally necessary is to get a suitable case with lock and key in the school room, and a register for entering the books given out and returned.

If, for instance, a section with thirty families voted only \$30 for the library next year, it would average \$1.00 for each family. But each family with that \$1.00 could have the reading of \$30's worth of books. Next year, the trustees might, perhaps, exchange their books with those of another section, and thus have the free reading of another thirty dollars worth of literature. But we may certainly expect that if a commencement is once made, a small grant will be made every year for the library fund. All we generally want of a book is to read it, and to have it accessible if at any future time we may want to re-read it. This, the library system in each section, would most effectively do. The school would thus more than ever become the intellectual centre of the section, with only good results also for its own regular work.