

wood, now a part of the City of Chicago. It is impossible in a short notice, such as the present, to give even an outline of the work and the manner in which it was carried on, but the results can only be described as marvellous.

There are numbers in our province who are actively engaged in trying to secure the extension of Nature Studies in our primary schools; to these the results achieved during the progress of this experiment will be an incentive to continue the work they have undertaken.

Interesting as this part of the book is, it is yet surpassed in interest by Parts II. and III., the first of which deals with the "ideas underlying the experiment," the second treats of "some details about the teaching of special subjects." The ideas underlying the experiment are well expressed in the following sentences taken from the title-page of Part II.: "The one clear thing there was that children must be at once introduced to real knowledge, be given something worth their efforts, and treated as rational, natural human beings, who ought not, even if they could, be made to greatly care for the symbols and shows of learning in the absence of the real substance, nor led to imagine that they are being mentally and morally nourished—that is, educated—when fed on chaff mainly."

The special subjects dealt with in Part III. are Science, History, Literature, Language and Mathematics, and each one is treated from the standpoint indicated in the preceding part.

The book, as a whole, is one of surpassing interest, and whether we agree with the principles laid down in it or not, we are, at least, by a perusal of it, made to look over our pedagogical stock-in-trade, and for this reason, if for no other, every teacher will find it a valuable addition to his library.

BOTANY.

FORM I.

A.

Examine, with the aid of the textbook, the plant submitted, and show the steps by which you determine its (a) order, (b) genus, (c) species.

B.

1. Give (a) the order, (b) the genus, (c) the species of the plant submitted.

2. Describe (a) its stem, (b) its leaves.

3. Describe the different parts of the flower, illustrating your answer by drawings.

4. What are the general characters of (a) Leguminosæ, (b) Rosaceæ? Mention the special points in which the flowers of these two families differ from each other.

5. Describe (a) a strawberry, (b) an apple, (c) a rose-hip, mentioning especially the points in which they differ.

6. State the points of difference between (a) a root and a stem, (b) a rhizome and a tuber.

FORM III.

A.

Examine, with the aid of your textbook, the plant submitted and show the steps by which you determine its (a) family, (b) genus, (c) species.

B.

1. Describe (a) the stem, (b) the leaves, (c) the flower of the plant submitted.

2. (a) Define the terms *hypogynous*, *perigynous*, *epigynous*.

(b) Illustrate your definitions by drawings.

3. How are Monocyledons dis-