

Mr. Stead, like Balaam, has followed blessing by blessing. Mr. Walker remarks in a foot-note, with some natural disappointment, that "the fair-minded reader will perceive that he is the special pleader rather than the philosophical-minded student." Mr. Stead himself states that his conviction has been forced upon a somewhat reluctant mind.

The departments at the end of *St Nicholas* are becoming more important every month, and will likely increase greatly the circulation of this already widely-read magazine. The Verse, by H. F. Blodgett, M. L. Eaton, L. E. Richards, W. B. MacHarg, is particularly good this month.

A new serial, "The Junior Cup," by Allen French, is begun, and there is a good story for girls, "How Titania was Outwitted," by Erin Graham.

The following publications have been received:

From *The American Book Co.*, New York:

Popular Astronomy, by J. D. Steele, revised by Mabel Loomis Todd.

Story of Ulysses, by M. Clarke.

The True Citizen, by W. F. Markwick and W. A. Smith.

Alice's Visit to the Hawaiian Islands, by Mary H. Krout.

From *Houghton, Mifflin and Company*, Boston:

Jean Françoise Millet, by Estelle M. Hurl.

Toronto: William Briggs and The Copp, Clark Company:

A Canadian History for Boys and Girls, by Emily P. Weaver.

A volume which ought to be in the library of every progressive teacher has recently appeared in *Appleton's Education Series**. It gives

*The Secondary School System of Germany, by F. E. Bolton, Ph.D.

a clear and full account of the middle schools of Germany, with well-balanced comparisons with American schools. Dr. Bolton's preparation for the task of producing such a work lies in his having spent a year of observation in Germany, preceded by a thorough training in pedagogy in American and German universities.

The book contains much information not hitherto accessible in English, on the organization and management of the Secondary Schools, their relation to the other parts of the educational system, the training and certification of teachers, the social relation between master and pupil, and the problems of co-education. But it is more than a record of observation; the discussion of methods, especially in the lengthy chapter on "Present Courses of Study" in Germany, is a real contribution to educational principles. It emphasizes what cannot be too often or too strongly insisted upon—the psychological arrangement of studies in accordance with the "nascent" periods of the child's mental development,—one of the most fruitful of the recent discoveries of pedagogy. The scientific principles which underlie all correct practice are too apt to be forgotten by the teacher in the actual work of the school-room. He has been too blindly guided by mere practice, and practice, instead of making perfect, has only petrified his errors.

The concluding chapter estimates the German school system, pointing out its defects and dangers, and suggesting wherein it is superior to the American. Some of the lessons which our friends across the border are exhorted to learn from Germany we, as Canadians, have already learned. Others we might well give heed to.

J. O. QUANTZ.