

schools in which its provisions have been only partially adopted, and yet others in which scarcely any effective attempt has been made to classify in accordance with its requirements. Besides, incapable and time-serving teachers (?) frequently undo in a day what efficient and painstaking workers have accomplished in a term.

"To make hare-soup—first catch your hare." To educate children—first get them in the school-room. Statistics show that the average percentage of attendance in Nova Scotia is less than sixty. "The better the teacher the better the attendance," may be laid down as a rule. Pleasant, cheerful school-rooms, and lively and interesting school-work and exercises are mainly to be relied on to preserve regularity of attendance. Special means, however, may, with advantage, be employed at the beginning of the school term. In country districts the teacher should make the acquaintance of all the families containing children of school age, visiting them, as far as possible, in their own homes and explaining to the parents the loss resulting to the children and to the school from even occasional absences. Parents should be made to feel that the teacher notes and regrets every day's absence of their children. The faithful teacher will feel that a little or even a good deal of trouble taken, and effort expended, in securing regularity of attendance has its reward in the satisfactory progress of the pupils and the increased educational work accomplished.

R. MACLELLAN.

#### BOOK REVIEWS.

HOW TO STUDY BOTANY is a paper, published in pamphlet form, read before the Hamilton Scientific Association, by I. J. W. Burgess, M. B., F. R. S. C. The paper is a valuable one to students of botany, is written in a clear and interesting style, and contains many valuable hints on this important study. Dr. Burgess is a gentleman who gives his leisure largely to the study of plants, and there is no more intelligent and enthusiastic botanist than he to be found in Canada.

The several chapters on ASPECTS OF EDUCATION, by Oscar Browning, which appeared in *Science* during 1887-88, have been carefully revised by the author, and now appear among the monographs of the Industrial Education Association. In the opening chapter Mr. Browning asserts that since the revival of learning, secondary education has passed through three phases, humanism, realism and naturalism. He considers the history of each separately, that the system to which they had given rise may be the better understood. After tracing the many changes through which humanism, the study of classics, has passed, he says: "If humanism suffers now from a slight obscurity, due to its unfortunate attempt to claim too much mastery over the human mind; yet there is no fear of its being materially obscured, and the assistance which it may yet render the human race, in her search after the good, the beautiful, and the true, should command the sympathy and stimulate the efforts of every

man to whom those objects are dear." He gives as the founders of the second phase, realism, or the study of things instead of words—Comenius, who devoted his whole life to the improvements of educational methods; John Milton, whose tractate on education is a most wonderful conception of a complete training; Pestalozzi, whose central idea was to train the mind through the senses; and Froebel, who instituted the kindergarten system. In the chapter devoted to naturalism, he describes the views of the three great naturalists in education, Montaigne, Locke and Rousseau.

SHAKESPEARE'S HENRY V., with an introduction and notes, by K. Deighton, M. A. London, Macmillan & Co., and New York. This book is clearly printed. The introduction gives the historical outlines with sufficient fulness, and the notes are suggestive rather than redundant.

COMPOSITION AND RHETORIC, by William Williams, A. B., D. C. Heath & Co., publishers, Boston. Text-books on composition are legion; but this is one that departs from the usual course—giving much theory and little practice—by giving us little theory and much practice. It proceeds on the simple method of laying down a few principles and illustrating these with a great number and variety of exercises. The book is thoroughly practical in its character.

STUDIES IN GENERAL HISTORY, by Mary D. Sheldon, accompanied by a TEACHER'S MANUAL, D. C. Heath & Co., Boston. In these two works we have a definite plan for studying history which the wide awake teacher will not be slow to avail himself of and apply to other fields than general history. The Student's Edition contains the materials and problems for independent study, and is put into the hands of the pupil. The Teacher's Manual contains the answers to these problems, with other matter that may serve to suggest better methods of teaching the important subject of history.

TOWN AND COUNTRY SCHOOL BUILDINGS.—A collection of plans and designs for schools of various sizes, graded and ungraded, with descriptions of construction and sanitary arrangements, light, heat, and ventilation, by E. C. Gardner, architect, Chicago; E. L. Kellogg & Co., 4to, cloth, 141 pages, \$2.50. Within a few years many towns have erected charming buildings for school purposes, and there is inquiry for plans setting in. To meet it this book has been prepared. The author is a well known architect and is also a writer of considerable skill. He shows how to build a handsome log school-house; how to use timber and plaster so as to make an attractive building; how to use shingles for the sides and make an elegant structure. These are all one-room buildings. Then come charming designs for two-room and three-room buildings. Some of the plans are truly most attractive and cannot but prove helpful to all communities that look for structures worthy of the valuable work to be done in the name of education. Besides the building plans there are suggestions as to lighting, heating and ventilation, that will be of great help. Too little attention has been paid to these points. Then too, the grounds, the outhouses, the fences, the walks, etc., are all discussed. It is probably the most elegant book yet published relating to school buildings, and cannot but give direction to the impulse to erect handsome structures.