

**BOTANY:** An elementary text-book. By L. H. Bailey. 12mo. Half leather. 500 illustrations. Pages XIV—335. The Macmillan Company, N.Y. Price \$1.10.

The amount of literature relating to the study of plants which has appeared during the last five years is truly astonishing. For a quarter of a century or more Gray's *Lessons with plants* was the standard class-room botany. About the time his "New Manual" was published, in 1887, there appeared also other books presenting the study of botany in quite a different manner. Since that time, each year has marked divergences of opinion among botanists regarding teaching methods.

Gray's *Lessons* did not take up the subject from the present day point of view of botanical science. It is a question with many whether the botanical science standpoint is best for the pupil—the average pupil. There are many text-books for the student of botany. The admirable works of Coulter, Barnes, Atkinson and Canong are written for the college student. There are a few text-books for the pupil. In the present day botany, individuals of the plant kingdom illustrating its lowest and simplest forms are studied first. More complete forms are examined in natural order and regular sequence. This is the logical, scientific method, the one approved by those versed in pedagogy.

Bailey's *Botany* "is made for the pupil," so its author announces. "There are four general subjects in the book; The nature of the plant itself; the relation of the plant to its surroundings; histological studies; determination of the kinds of plants." The author's position on the teaching of botany in the secondary school has no doubt been much influenced by his intimate association with the Nature study movement in New York, which in itself has been a great training school, is as follows: "In the secondary schools botany should be taught for the purpose of bringing the pupil closer to the things with which he lives, of widening his horizon, of intensifying his hold on life. It should begin with familiar plant forms and phenomena. It should be related to the experiences of the daily life. It should not be taught for the purpose of making the pupil a specialist; that effort should be retained for the few who develop a taste for special knowledge.