

Greek Life (Edited by C. H. Keene, M.A.), and *Sallust. Jugarthine War* (Edited by E. P. Coleridge, B.A.). Like all the other numbers of the series they are in every way excellent text books.

Physiology for Beginners. By Prof. M. Foster and Prof. Shore, of Cambridge University. This is intended as an Introduction to the well-known text book on "Elementary Physiology" by Prof. Huxley and is well adapted for that purpose. It is illustrated and there is much information supplied which is too often omitted as superfluous by the authors of such books, to the great confusion of the beginner. The explanations are clearly given and the ground is thoroughly covered. An Index is added.

MacMillan's New Literary Readers. Book IV., Book V. It is a pleasure to see such books as these. The lessons given are from Kingsley, Dickens, Tennyson and other writers, they are not too long and are well chosen, the difficult words being explained. Who ever edited these books knew what boys and girls like and what will do them most good.

Ruy Blas, one of Victor Hugo's most celebrated dramas, edited by Samuel Garner, Ph.D., is the latest number of D. C. Heath & Co.'s *Modern Language Series*. Besides the copious explanatory, historical and geographical notes necessary for the reading of this difficult work, the editor has added in his introduction a sketch of Spanish history of the period referred to, a critical examination of sources and characters, and a valuable chapter on Alexandrine versification. For critical study by advanced students this edition is all that could be desired. The excellence of the printing deserves also special mention.

COLONEL PARKER'S TALKS ON PEDAGOGICS.—The part I like best is not that which deals specially with *concentration*, but the chapter on school government and normal training. I think many of his remarks are most successive and stimulating. His attacks on corporal punishment and bribes in school prizes, etc., are excellent. I think he is very happy in describing the essential qualifications of a good teacher. He frequently puts the pith of what I suppose all advanced teachers accept, but which is not acted upon as a general rule, or universally accepted. For example: "A teacher who is a genuine student will receive far more from his pupils than he gives." I think he describes admirably the political importance of the common school. I consider he has given all good teachers most valuable help by the earnest way in which he has persisted that "all true educative work is interesting; no one can long study anything that is good without loving it."

I disagree with him altogether that there is no need of formal lessons in morals below the university; although I perfectly agree that "all teaching should be intrinsically moral." His belief in freedom to choose is admirable, and the way in which he traces the unthinking citizen from the badly-governed school boy is most suggestive.—*E. P. Hughes, Cambridge, Eng.*

'Tis death to me, to be at enmity;
I hate it, and desire all good men's love.

He hath a heart as sound as a bell
and his tongue is the clapper; for
what his heart thinks his tongue speaks.

Man, proud man!
Drest in a little brief authority
Plays such fantastic tricks before high
heaven,
As make the angels weep.