

him with certain mental facts and helps him to distinguish between important and unimportant phenomena. Psychology cannot give him many valuable generalizations or laws; but the study of it may make him a psychologist.

If this be the object of the teacher's study of psychology, what kind of a book and teacher does he want? Not a book confining itself to abstract statements; nor a teacher who conveys his information in the form of essays. The first thing a teacher or book must do is to open up the problems—set the student thinking—suggest right methods—and above all to awaken an interest. This the book before us does better than any introductory treatise known to the writer. The author's intentions are excellent. Mr. Kirkpatrick's book does not profess to be more than an introduction. The student who is really interested in psychological questions will find it necessary to have near him a good book of reference—such a book, for example, as Baldwin's larger work on psychology, or James' "Principles," though the latter is perhaps too unsystematic.—W. C. M.

THE TIMON OF LUCIAN, with notes and vocabulary, by J. B. Sewall; pages 145. Publishers, Ginn & Co., Boston, Mass., and London. This edition of Lucian's Timon has been edited under the supervision of Wm. C. Collar and John Fetlow, so well known in connection with Ginn's "School Classics." The Greek text is very clear and the pages attractive.

THE CIVIL SERVICE READER, by T. Evan Jacob, B.A.; pages 201, linen, price 2s. Publishers, Macmillan & Co., London. This book with *The Civil Service Essay Writer* (price 1s.) and *Companion to the Civil Service Essay Writer* (price 1s. 6d.) by the same author and publisher, will be found of great service to students preparing for civil service examinations.

THE PRINCIPLES OF ARGUMENTATION, by George Pierce Baker, of Harvard College, 414 pages, \$1.25. Published by Ginn & Co., Boston. It is often the painful experience of most of us that we feel that we have valuable thoughts and convictions which we would impress upon others for their good or our own advantage, yet we are unable to do ourselves or our subject justice, simply because we have not been trained to marshal and present our arguments in the most effective way. It is to remove this difficulty that Professor Baker has written. We have read his book with much pleasure and can readily believe that under his teaching indifference or even intolerance to the subject would readily change to growing interest. The processes used apply to every day life, and its principles should be understood by every intelligent man.

ILLUSTRATIVE BLACKBOARD DRAWING, by Miss W. Bertha Hintz, 53 pages, 30 cts. Published by E. L. Kellogg, New York. In the large majority of schools it is impossible to have the services of a specialist in drawing. In any case every live teacher wishes to be able to illustrate any subject she is teaching by blackboard sketches. Well this is just the book that will give her the needful help.

AN EXERCISE BOOK OF ELEMENTARY PRACTICAL PHYSICS, by R. A. Gregory, F. R. A. S., 184 pages, 2s. 6d. Published by Macmillan & Co., London and New York. This book consists of practical problems in physics, beginning with the simplest exercises in measuring distances, then measurement of geometrical figures, weighing, specific gravity, the use of the barometer, the mechanical powers, physical qualities of gases, distillation, etc. Very great attention is given to the metric system throughout. Blank spaces for the solution of problems are left after the exercises. The problems are admirably graded. There is no place for cram with such a book, and for a book on science that is the highest praise.

THE SENTENCE METHOD OF TEACHING READING, WRITING AND SPELLING, by Geo. L. Farnham, M. A., 55 pp., 50 cts. Published by C. W. Bardeen, Syracuse, N. Y. Owing to our anomalous spelling, but more still to bad methods of teaching, many precious years of young lives are needlessly spent in learning to read. The phonetic system used alone is tedious and barren of results. Probably any one method is not as good as a combination. Our author recommends the sentence method, taking the sentence as the unit of thought. Taught in this way, the pupil soon learns unconsciously to know words, and afterwards letters and their powers. We believe that any teacher faithfully using the methods recommended by the author will easily teach his pupils to read, write and spell in half the average time generally devoted to these subjects. We have tried the method and found it successful.

OBJECT LESSONS FOR INFANTS, by Vincent T. Murché, Vols. I and II, pages 176 and 199; price 2s. 6d. each. Publishers, Macmillan & Co., London. These books, like the Elementary Science Series, by the same author, recently reviewed in these columns, have for their purpose the training of children in observation; teaching them to handle natural objects in all possible cases, and then to describe them. It further aims to develop a love of nature and an interest in living things. The books are of great value to primary teachers who would lay a good foundation in nature work.

BOOKS RECEIVED.

PRACTICAL PLANE AND SOLID GEOMETRY: London, Macmillan & Co.

METHODS OF MIND TRAINING, by Catharine Aiken: Harper Bros., N. Y.

THE CONNECTION BETWEEN THOUGHT AND MEMORY, by Herman T. Lukens, Ph. D.; D. C. Heath & Co., publishers, Boston.

VARIED OCCUPATIONS IN STRING WORK, by Louisa Walker: Macmillan & Co., London.

MACMILLAN'S GEOGRAPHY, Book VII.; PRACTICAL INORGANIC CHEMISTRY: Publishers, Macmillan & Co., London.

HEART OF OAK READING BOOKS, in 6 vols. THE ARDEN SHAKESPEARE: Publishers, D. C. Heath & Co.

NATURAL DRAWING COURSE, including the text-books, teachers' manuals, drawing books, cards and materials. Publishers, Ginn & Co., Boston.