

Washington early last summer, she found that McLellan's *Mental Arithmetic*—one published several years ago—with the methods of solution contained therein, was used and recommended by the mathematical instructor in preference to any other; and on putting the question to the City Superintendent of the Seattle Public Schools as to whether he knew McLellan's "*Psychology of Number*," she was greeted with this reply, "Why, certainly, every teacher appointed to our schools receives one of these books at the city's expense." Especially worthy of mention is this "*Psychology of Number*," written in conjunction with Dr. Dewey, of the University of Chicago. Dealing with methods that are in perfect accord with the natural workings of the human mind, that are founded upon a true comprehension of the function and use of Number in the mind's best development, it is one of the most important educational books of recent times. Dr. W. T. Harris, Commissioner of Education for the United States, in a personal letter to Dr. McLellan says: "Your treatment of Number is admirable; this book has attracted wider interest than any other pedagogical book of the day;" and again, "This book will completely revolutionize the study of Number." Based on the principles laid down in the "*Psychology of Number*," Dr. McLellan, jointly with A. F. Ames, B. A., (a medallist of the University of Toronto) Superintendent of Schools, Riverside, Ill., has written an "*Advanced Arithmetic*" and a "*Primary Arithmetic*," the Teachers' Edition of the latter containing many valuable model lessons and "Suggestions to teachers." These lessons are especially valuable because they are furnished by teachers of practical experience who having subjected to every test the methods of "*The Psychology of Number*," find them most productive of fruitful and lasting results—most effective in developing a child's "number-sense" and at the

same time awakening his capability for other branches. Of this *Primary Arithmetic* Dr. Dewey writes: "It effects a remarkable combination of an appeal to children's natural interests and experiences in reference to Number, with a very orderly and progressive development of numerical ideas and relations in its successive chapters. It would be difficult, if not impossible, to make a book which would start more fully from what lies within the natural range of children's experience and capacity. The book clearly represents in every lesson a careful study of children, as well as of arithmetic. The suggestions to teachers in the Teachers' Edition seem to me most judicious. They stimulate and assist the teacher in the use of his own good sense and ingenuity, but do not hold him down to external conformity to a rigid scheme." In addition to these three books—the *Advanced Arithmetic* and the two editions of the *Primary*—there will be issued this month a *Mental Arithmetic*, which is a book of methods as well as a book of arithmetic. These four books make a complete course, philosophical and practical, in Arithmetic, and are the only ones in the English language in which number has been put on a rational basis. These, with the "*Psychology of Number*," will constitute the real Science of Education as far as Number is concerned. Dr. McLellan is also the author of a book on "*Applied Psychology, an Introduction to the Principles and Practice of Education*." This book has received the warmest approval of some of the most noted educationists of the day. Commissioner Harris writes of it: "I consider *The Applied Psychology* a very sound practical book for teachers, one of the best before the public. Dr. McLellan's motto, 'Learn to do by knowing and to know by doing,' indicates his point of view and shows that he has thought through the stage of paradoxes and come to the bearing of knowledge upon action. I find his