Physiography for Beginners, and Physiography for Advanced Students. *A. T. Simmons, The Macmillan Co., 1897.*

The two books whose titles are given above have to do with physiography in the English and not the American sense. They are thus largely devoted to the elements of physics and chemistry, to mathematical and astronomical geography, and very different in character from our better text books in geography for secondary schools that we have in this country. They are neither of them available for students' use in this country, because too inclusive, and because much of the subject matter would here be given in elementary courses in other subjects.

They are, however, both very suggestive to a teacher, and well worthy of adoption as reference books. The experiments are well selected, and the diagrammatic illustrations very suggestive and to the point. In some cases the arrangement and plan of development

might well be questioned as to the pedagogical value. For instance, a much better treatment of the ocean currents would be to give first the paths of the currents as they must be in a general way on a rotary globe, with the axis inclined 23½ degrees. The actual condition in each ocean could then be compared with the conditions determined by the position of the planet in space, and thus each ocean would not be a unit. In the same way we miss the more scientific classification of winds as given in our better text books, and the more modern conception of that difficult problem of the "tide opposite the moon."

The books are much more mathematical and exact than the books of a similar character with which we are familiar, and might be made the basis for some very carefully planned and accurate laboratory work in the field they cover. We wish that some of the manner of treatment adopted by Mr. Simmons might be followed more extensively with us. R. E. D.

Geography in the Educational System of Great Britain.

In 1885, Dr. J. Scott Keltie, now Secretary of the Royal Geographical Society of London, and editor of the *Geographical Journal*, presented to the Council of the Society a very full and careful report on the position of geography in the educational system of Great Britain. This report marked a great step in advance in geography teaching in Great Britain, and has been the ultimate reference book on the subject since.

At the Toronto meeting of the British Association in 1897, a committee of six presented a long report, based on Dr. Keltie's earlier labors, and bringing the matter of geography in education up to date. The report was mainly prepared by the Secretary of the Committee, Mr. Andrew J. Herbertson, of Heriot-Watt College, Edinburgh, and deserves careful reading by all interested in the subject. It covers 38 pages in the report of the British Association for 1897.

The report considers the subject of geography in all grades of educational work, and contains illustrations of syllabi and examination papers. It is very interesting to note that one of the generalizations made by the Committee is in reference to the failure of most pupils to gain knowledge of geographical *principles* from their school work. This failure is unfortunately very widely true in this country also. R. E. D.