

game regulations, has discriminatingly shot elephants in Central, South-east, North Central, and West Africa), about a sub-fossil relic of the small forest elephants of West Central Africa, the tsetse-flies, the giant gorilla in the Lake Kivu region, and the vast herds of cattle to be found in Ruanda, a region which since the Great War has been handed over to Belgium to administer. The author thinks that the cattle in Ruanda—of an exaggerated straight-backed Indian type, with immense horns—must amount to two and a half millions. They die away (I might add) when brought down from the upland region to the countries of the tsetse-fly at lower levels. Unfortunately, the Watusi of Ruanda, once the "great" people of all that region and under other names of the lands between Tanganyika, Victoria and Albert Nyanzas, have become deplorably idle and wanton, and circumstances will oblige them to pull themselves together and reform.

H. H. JOHNSTON.

### Our Bookshelf.

*The Modern Teacher: Essays on Educational Aims and Methods.* Edited by A. Watson Bain. With an Introduction by Sir W. Henry Hadow. Pp. xv+272. (London: Methuen and Co., Ltd., 1921.) 10s. 6d. net.

THIS attractive volume contains ten essays, by writers of undoubted authority, on the chief subjects of school curricula, including civics, but excluding art and music. As each author has written independently of the others, there is a refreshing diversity in the modes of treatment. These vary from what is almost an apology by Mr. George Smith for the teaching of classics to Mr. A. W. Lucy's confident assurance, which allows him to plunge straight into practical details, in the case of mathematics. Even in defining the chief aims of education the essayists give conflicting opinions—which is all to the good, for it is when we think alike that we have ceased to think at all. In the section on science, for example, Mr. F. W. Sanderson reaffirms that it is the duty of education to "teach the average man the glory of his daily work and trade." The conspicuous success which has attended Mr. Sanderson's work at Oundle School makes his contribution to the volume a welcome one; the more so since, besides stating his ideals, he has indicated the lines along which they may be approached in practice.

The teacher who reads this book will not fail to find useful suggestions scattered about the more familiar paths of his knowledge; but probably its chief value for him will lie in the restoration of a true perspective, an appreciation of the complementary nature of the various branches of learning.

*The Yearbook of the Universities of the Empire.* 1921. Edited by W. H. Dawson. (Published for the Universities Bureau of the British Empire.) Pp. xiv+571. (London: G. Bell and Sons, Ltd., 1921.) 15s. net.

WE are glad to be able to extend a welcome to the fifth edition of this useful volume. The plan adopted in the fourth edition of arranging the universities in groups—England, Wales, Scotland, Ireland, Canada, Australia, and so on—has been adhered to, and a brief introductory note precedes each group. A feature of the new edition is the numerous appendices, into which a vast amount of useful information has been incorporated. Short accounts are given of the institutes of accountants, architects, auctioneers, engineers, pharmaceutical chemists, and chartered secretaries, and of numerous other societies such as the Institute of Chemistry, the various colleges of physicians and surgeons of the United Kingdom, together with the regulations as to admission to these bodies. Particulars are also included of the matriculation examinations by joint boards and of inter-university scholarships, fellowships, etc. In Appendix XVIII, an account is given of the conditions under which undergraduates and research students are admitted to foreign universities. The facilities for foreign students in most of the principal universities in America and in Europe, with the exception of the German and Austrian universities, are included in this section. The records are necessarily brief, but the information brought together is not readily available in any other single volume, and it makes the book invaluable as a work of reference.

*Laboratory Manual of Organic Chemistry.* By Dr. H. L. Fisher. Pp. x+331. (New York: John Wiley and Sons, Inc.; London: Chapman and Hall, Ltd., 1920.) 12s. 6d. net.

FULL experimental details and numerous practical hints which should be found very helpful form an unusual feature of manuals of practical organic chemistry. The theory of the preparations is not given, even in outline, but references to other textbooks are provided. This method does not seem likely to be so successful as that in which a brief but clear account of the reaction is given before the experiment is described. The section on organic analysis, which takes up 92 pages, is out of proportion, and far too detailed for a book of this kind.

*Annual Reports on the Progress of Chemistry for 1920.* Issued by the Chemical Society. Vol. xvii. Pp. x+264. (London: Gurney and Jackson, 1921.) 7s 6d. net.

THE annual reports of the Chemical Society are valued as accurate and concise summaries of the main lines of advance in all branches of the pure science made during the year. The present volume maintains the high standard associated with previous issues.