

VIII., also—"The Study of Language"—dealing chiefly with Latin, Greek, French, and German, has very little bearing on our Public School work, though it is clear and full of excellent points. Chapter VI.—"Examining"—is perhaps the best in the book; but even here the topics are multiplied at such a rate, that, like the whole course, the treatment is necessarily very rapid and cursory. Mr. Fitch justly remarks "that the art of putting questions is one of the first and most necessary arts to be acquired by the teacher;" but the proper method of dealing with imperfect answers, is barely glanced at in the rapid review that leads off to a long discussion on written examinations, which the Central Committee ought to learn thoroughly by heart, but which has not much connection with the work of primary schools. In passing, we may notice that the writer condemns questions of the type, "Can any one tell me?" "Which of you knows?" and yet in Chapter VII.—"Oral Expression"—he falls into the same type himself when he says "You will do well to say in the last five minutes of a lesson, 'Which of you can give me the best account. . . ?' 'Who can tell me now the anecdote. . . ?'" It is only fair to add that this writer is generally very consistent, and can rarely be caught tripping.

The general fault of the book is its empire character. Mr. Fitch is thoroughly English in his treatment, and aims much more at giving good sensible advice founded on his large experience in English schools, than at leading his disciples up to general principles of universal application. He formulates no theoretical maxims after the fashion of German writers; he assumes no philosophy of mind; he is thoroughly empirical, and bases all on experience and common sense. With this we do not altogether quarrel, when we remember the barren and dreary ideals of some German dreamers. Nevertheless, we regret that so able a lecturer has not attempted to disentangle some leading principles from the mesh of details and base them on the laws of thought. Clear, intelligent, impressive, fruitful teaching must rest on something higher and deeper than mere experience; and, unless our teachers are to become mere empirics, these fundamental truths must be clearly brought out by comparison and induction.

The prevailing fault of English pedagogy, from Locke downwards, is its aristocratic character, the chief problem being the education of a gentleman. The spirit of our system is essentially democratic, and its chief problem is the education of the whole people. Mr. Fitch, we are happy to say, though very strictly Conservative in most respects, breathes a Liberal atmosphere which corresponds very closely with our own. His numerous lectures before the College and Preceptors have, perhaps in general, more of democratic tone and color, than those he delivered at Cambridge, and show him in some respects to better advantage.

If these scattered observations lead to a deeper study of Mr. Fitch's teaching, and tend in any degree to promote the free discussion he loves, the writer will be satisfied. If they should lead to a careful sifting, and to that spirit of inquiry which will accept nothing merely because Mr. Fitch says so, the writer will be highly gratified; for mere authority is quite ephemeral, but principles are quite eternal.

Y. D. X.

The good offices of the public library are being invoked by teachers in aid of the older scholars. This is in every way good, but there is an earnest need of school libraries for primary schools. Every room needs a good variety of profusely illustrated bound volumes, like *Babylonia*, and other books that can at once interest the little folks and tempt them to read the large-type stories.—*American Teacher*.

THE EDUCATIONAL VALUE OF THE DAILY NEWSPAPER.

Neither an omnivorous reader, nor an omnivorous eater deserves praise; for great capacity for swallowing is not commendable. But who is worse, he who devours everything he can get into his mouth, or reads everything he can get his eyes on? The catalogue of what mankind eat would contain many singular articles, but the dishes the modern daily newspaper serves up as mental food, is much more astonishing. Murders, suicides, robberies, rapas, burglaries, thefts, drunkenness, brawls, gambling, vagabondage, street-walking, opium dens, saloons, elopements, and desertions, are only a few of the long catalogue of "news" (1) paraded before a civilized community every morning in the year. And Christian men read the stuff! And Christian men enjoy it! And well might we think of a civilized stomach enjoying the taste of decayed meat, as to imagine a civilized brain enjoying the odoriferous stories of crime and shame printed in our daily press. And some teachers propose to bring such papers into the school as reading material! No! teachers. No! if you have any care for the temporal and eternal rest and safety of the children committed to your trust.—*N. Y. School Journal*.

Educational Notes and News.

Mr. H. R. Horne, who has been a very successful teacher in Brock for a number of years, has resigned his school, and intends after Easter to begin a course of study in Collingwood High School, preparatory to entering Toronto University.—*Whitby Chronicle*.

The semi-annual Institute meeting of the teachers of West Huron will be held in Exeter, on Friday and Saturday, May 21st and 22nd. In addition to the local talent, William Houston, Esq., M.A., Parliamentary Librarian, will take part in the proceedings.

The Ridgeway High School is to be formally elevated to the rank of a Collegiate Institute about the 1st of May. Hon. Geo. W. Ross, Minister of Education, and Principal Millar, of the St. Thomas Collegiate Institute, will deliver addresses upon the occasion.

The council of the township in which Dutton is situated have ordered that a vote of the township be taken May 20th, on the application of the Dutton High School Board for \$4,000, wherewith to purchase a site and erect a new High School building in the village.

The Education Department has fixed the following dates for teachers' examinations:—For second-class subjects, from June 28 to July 3; for third-class subjects, from July 6 to July 10; for first-class subjects (Grade C), from July 12 to July 16, and for first-class subjects (Grades A and B), from July 20 to July 22.

If an s and an i and an o and a u, with an x at the end, spell "Six," And an a and a y and an e spell "i," pray what is a speller to do? Then if also an s and an i and a g and an h and e-d spell "cids," There's nothing much left for a speller to do but to go and commit *Siouxayesighed*.—*Exchange*.

Text-books are useful because they teach children how to use books; because the knowledge they contain is clear and definite, they are useful for promoting self-reliance, for relieving the teacher, because they enable a class to do more work in a given time.—*Anna Walton in The Student*.

It is hard to make boys believe that it is not right for them to do what men do. An example of this occurred in Brooklyn last week in Public School No. 34. The boys struck for half an hour's recess in the afternoon. They would not take their places when the bell rang, nor would they let the younger boys go in. We regret to say that here the matter ended. The parents and teachers did not even suggest arbitration, but, aided by a policeman, descended upon the refractory lads, collared them, marched them into the building, and flogged some of them soundly. The morality and wisdom of this procedure we will not here discuss.—*School Journal*, (N.Y.)