

*The Temperance Lesson Book*, by B. W. Richardson, M.D., LL.D., F.R.S. London: W. Tweedie & Co., 1879. This is a capital little collection of lessons, designed for reading in schools and families, on "Alcohol and its action on the System," prepared by one of the foremost physiologists of the day, at the instance of a committee of the National Temperance League of England. The assumption made by the author is, that people are intemperate from ignorance, and indulge in stimulants not knowing the properties of alcoholic drinks, nor their physiological action on the system. In a series of clear and most instructive lessons, over fifty in number, the chemical action of alcohol is explained, and its injurious and frequently fatal effect on the system demonstrated, each lesson winding up with a number of questions on the subject of the chapter which impresses the information imparted in an effective way. As a manual for Temperance Clubs, and a popular science text-book for home reading, this little work is deserving of wide-spread circulation.

*Manual of Method*. By A. Park. London: Blackie & Son. Toronto: James Campbell & Son. The examination of this little book has given us much satisfaction. It is written by one who has had a great deal to do with the training of teachers in the subjects that form the daily routine of school-room work, and who is a good exemplification of Solomon's remark, "The wise man's eyes are in his head." Written for the use of Pupil Teachers and Assistant Masters in Britain, it is the best book we have yet met with to put into the hands of students-in-training in this country. The "Hints" are its most valuable feature; these are always practical, and, what is far more important to the young teacher, *practicable*. They are in most cases accompanied by explanatory remarks, in which the author gives the reader the benefit of his own extended experience. He is not always careful, however, to see that a new subject is put in the easiest way before children. It is now an accepted truth in education, that we should with children proceed from the concrete to

the abstract; from the particular to the general. In explaining such terms as *singular* and *plural*, therefore, we should lead up to the definitions by copious examples of individual words, and if possible let the children themselves make their own definitions, which could easily be rounded into shape by the teacher. Mr. Park's plan, however, is first to explain the terms, and then let the children exemplify them with words of their own. His admirable models of object-lessons would have served their purpose better had they been upon subjects more within children's ken than The Mole, and Nail Making. These are but trifling faults in a book of such sterling merit. It well deserves to be called a Manual, for in addition to its convenient size, it is interleaved with stout closely-ruled paper for notes. We have no hesitation in commending it as a useful aid to those who are preparing to enter upon the arduous profession of teaching.

Messrs. Willing and Williamson, Toronto, have just issued, in neat pocket form, a new revised edition of the First Book of Ovid's "Fasti," with English notes, by F. A. Paley, M.A., and others. The work appears in a series, entitled "Canadian Collegiate Classics," and possesses that useful appendage to a student's text-book, a good vocabulary.

That the study of English is being pursued with increasing avidity, even in Canada, is evidenced in the native publication of a little manual, entitled, "The Elements of English Etymology for the use of Public and High Schools," by J. W. Connor, B.A., Head Master of the Berlin High School (Toronto: Wm. Warwick). Unfortunately the work only reaches us as we go to press, and we are therefore obliged to postpone notice of it until our next number. This much we can at present say, however, that Mr. Connor's reputation as a critical student of the language, should secure interested attention for any work he may prepare for the use of schools or the profession.