

a good deal of it very bad; their work is badly put down. "Too much telling is done on the part of the teacher, and too little doing on the part of the pupil;" and the Doctor follows this remark with an educational maxim, which he evidently thinks is new to the Minister of Education: "It is not what is poured into a pupil that educates him, so much as what is drawn out of him." Were Dr. McLellan's animadversions less sweeping, they would deserve more attention than we are disposed to give them. Notwithstanding what he has said, excellent work is done in our Public Schools, not merely in the preparation of pupils for the Entrance Examination, for that is a small matter, but in the infinitely more important work of preparing our young people for the duties of practical life, and it would require the authority of a much greater man than Dr. McLellan to convince us to the contrary. He says, in speaking of our High Schools, that literature is not properly taught. If this is so, are not he and his co-examiners on the Central Committee responsible for this, by the character of the questions they put on their examination papers? Witness the literature paper given at the late Intermediate and Second Class Examination. The teaching of science, is, it seems, no better than that of literature, "and as it is easier to find crammers of Latin or French than teachers of science, the tendency is to neglect science." Did it occur to Dr. McLellan that this remark contains an insult to the many cultured gentlemen who *teach* classics and modern languages in our High Schools? While we agree with him in desiring greater attention to intelligent science teaching, we cannot but strongly deprecate his making the lack of it a reason for casting an indiscriminate slur. Dr. McLellan's remarks on the training of teachers are, many of them, just, and merit serious consideration on the part of the Minister. It has been often urged in this journal that the courses in the Normal and Model Schools are too short: the Doctor concurs in this. We quite agree with him that it is as necessary to have trained teachers for our Secondary as for our Public Schools,

not alone as he implies, because they "teach our future teachers," but chiefly because they have charge of the secondary education of the Province. This is their legitimate function. The non-professional training of teachers in our High Schools has not yet ceased to be an experiment. It remains yet to be proved that the course of study suitable for secondary schools is the fittest for those intending to be teachers. But whatever the result may be, there is no doubt of the truth of what Dr. McLellan contends for, that those who have the training of our future teachers should themselves afford the best models of good teaching.

Both High School Inspectors complain that reading is taught only incidentally. As the majority of our High School pupils leave for active life without taking up a University course, it is to be regretted that systematic attention is not given to both reading and writing. The complaint is not a new one, and it is to be hoped that the late change in the programme, and in the method of apportioning the High School grant, will have the effect of correcting this fault.

We have now finished the task we undertook, and in taking up the several subjects we have not hesitated to draw attention to both the excellences and the defects of our educational system. Let us hope that the former will increase, and that in the latter there will be a proportionate decrease.

P. OVIDIS NASONII METAMORPHOSES. Selections from the fifteen books, with Notes and a Lexicon, by George Stuart, A.M. Philadelphia: Eldredge & Brother, 1882.

THIS is another of Messrs. Chase and Stuart's Classical Series, some numbers of which we had occasion to notice favourably a few months ago. Although likely to be of little use in our schools where the *Metamorphoses* is not read for Intermediate or Matriculation work, it may recommend itself to masters for private reading, or for supplying good selections for "unseen work." It is admirably printed on thick white paper and stoutly bound. The notes and lexicon are very well suited to elementary students. They are useful and not pretentious.