

critical examination of good prose and verse passages, accompanied by a course of rhetorical instruction, as the best composition exercise.

The tenth chapter is devoted to an estimate of the Value of the Classics, and we may at once say Professor Bain uses all the force of his logic to show that they have no value at all as a mental exercise? The high estimate put upon them by eminent men of past ages and many of the present time; the treasures of thought and perfect diction they contain; the information they convey; the mental training that is claimed to result from their study; the accurate acquaintance with many words in our own language which a knowledge of them furnishes, have in his estimation little weight in counterbalancing the cost in time and strength which their study involves; the hindrance to the mental progress of the learner by the mixture of the conflicting efforts of mastering the words of a language while grasping at the meaning; the lack of interest which accompanies the study; and finally the slavishness to authority in matters of opinion brought about by long-continued study of them, as, for example, in the case of Aristotle.

It will not surprise our readers that Mr. Bain thinks a radical change should be made in our course of education, which, in a later chapter of the work before us, he proposes in the following "Renovated Curriculum of a High Education:"

1. Science, including the Mathematical, Physical and Natural History Sciences, and Geography.

2. The Humanities, including History, Political Economy, Jurisprudence, and General Literature.

3. English Composition and Literature.

Perhaps the chief merit of this scheme is that it could be made to apply to all grades of education, so that the training in our public schools would be as much entitled to be called a liberal education as that given in our universities, the two differing only in degree. We are glad to say the tendency of our own educational system is in this direc-

tion, and the more it is fostered the more will our public schools, high schools, and universities become successive steps to a complete education.

We have far exceeded the limits we had set for ourselves in reviewing this important work, but as it is an earnest attempt to put education on a scientific basis it deserves all the attention we have given to it. Our readers will have seen ere this that though it is not by any means all that a work treating on the Science of Education should be, we think it worthy of a careful and studious perusal, and as such should be found in the hands of every thoughtful, progressive teacher.

LECTURES ON THE HISTORY OF ENGLAND.

By M. J. Guest. London and New York : Macmillan & Co. Toronto : Willing & Williamson.

Our first thought on taking up this work was—What need is there for anyone to go over the same ground that has been so well trodden by Mr. Green in his two admirable works on English History? We had not scanned many pages, however, before we found that the book supplies a positive want. Who has not felt the need of a thoroughly reliable and readable book on English History to put into the hands of an intelligent boy or girl? Dickens's book, besides being too childish, is not reliable, and is too much in the novelist's style as a caricaturist; and the ordinary school history partakes too much of the character of a chronology to be of much use as a history. The present work, which is a book of nearly six hundred pages, has none of these defects. The author assures us the Lectures are genuine—"given week by week to a class of students in the College for Men and Women in Queen's Square." They bear internal evidence that no labour was spared in their preparation, and they make up a somewhat gossipy but thoroughly reliable book, written in a simple sober style, with a great deal of discrimination and judgment, and altogether well fitted for the purpose that we indicate. Take the following description of Alfred for example—"I do not believe there was ever a more truly religious man in the world than