

ology and nomenclature which will enable results to be accurately recorded; we must place education in its proper position among the sciences

of observation. A philosopher who should succeed in doing this would be venerated by future ages as the creator of the art of teaching.

AUTHORIZED ETYMOLOGICAL TEXT BOOKS.*

WHEN the teachers of Ontario are promised a new text-book, it is not to be wondered at if they reserve their manifestations of delight until they have seen it; for surely there is no place less blest in the matter of school-books than Ontario. Mysterious as the hailstorm in a summer day is the authorization of text-books; they often come forth without any *raison d'être*, hold their ground without a merit, and die hard. Half-educated men, men unacquainted with their subject and with teaching, put forth books which the wand of authorization can introduce into every school-room, but cannot make effective. In our boyhood we used to have unlimited confidence in our spelling-book, and a spelling-book ought to excite confidence. English spelling is a subject which demands very great attention in its teaching; it is anomalous, it is difficult, but it can be taught and learned in a reasonable time; and if the proper attention were given to it we should not so often be disturbed with a threat of a "Spelling Reform" from those who have never acquired the art, or from those who want to see their names cheaply connected with the "reform" itself.

When, therefore, a new book on Etymology was announced from the pen of Mr. Connor, we were in hopes

that there would be a spelling department in it too. We were quite prepared to believe that it would be marked with evidence of modern scholarship throughout. We have not been disappointed, except in finding that it is not an "Etymological Spelling-book," but only a book on etymology. But we have every reason to be thankful nevertheless, and if it could be necessary to prove this we have only to turn again to the "Spelling-book, a Companion to the Readers." The teachers of Ontario know full well what a good chance this "Companion" would stand of being "spelled down" at a spelling-match. We know not to what edition our copy belongs, a date—1876—alone gives us any hint as to its age. Of course we do not accuse its author, or authors, of not knowing how to spell, but the evidences are numerous that the whole matter was left to the taste of the compositors. A curious example of this is found among the "Latin Roots." One copy—we do not like to say edition—had a misprint of *e* for *o* in the word *caro*, *flesh*; a subsequent copy corrects the mistake of the letter, and at the same time inserts an *n*, 'carno.' Whoever made the correction could not see how nominative *caro* could have genitive *carnis*. But we have no space for any further examples of this kind.

* (1). Elements of Etymology, for the use of Public and High Schools, by Jas. W. Connor, B.A., Head Master, Berlin High School. Toronto: Wm. Warwick, 1879.

(2). The Spelling-book: a Companion to the Readers, authorized by the Council of Public Instruction for Ontario. Toronto: James Campbell & Son.

(3). Analysis of the English Language, by I. Plant Fleming, M.A. Toronto: Adam Miller & Co.