

ary schools—beyond the ordinary school subjects. On pages 60 and 61, he says:—

"A girl leaving school at the age of twelve should be a good needle-woman, able to mark, mend, and make her own and her brother's underclothing. She should know the uses and prices of common clothing materials, and the most economical way of cooking simple food. Boys should have special instruction in elementary physics, so as to understand something of the forces with which they have to deal. The teaching should be such as will tend to implant in them a sense of their ignorance, and a desire to learn more as they grow older. Thus the action of syphons, pumps, screws, inclined planes, levers, wedges, wheels, axles, and pulleys; dew, rain, hail, frost, clouds, ice, snow, winds, thunder-storms, are all subjects of which a good teacher will be anxious to let his boys know something definite, before they leave school for work. . . . Systematic instruction should be given to both sexes on the laws of health, and on such parts of animal physiology as are needed for an intelligent knowledge of those laws. They should be taught the proper treatment of common accidents, burns, scalds, clothes taking fire, cuts, bruises, and drowning."

We have said enough to show that this book has a good deal that is fresh and well worth knowing, on what is regarded as a thread-bare subject. We can heartily commend it to the attention of our young teachers, feeling sure that a studious perusal of it will aid them in shaping their ideas in right courses, and their conduct in safe paths, over difficult ground.

The next work under review is in marked contrast to the one we have just dealt with. Mr. Harding, M. C. P., evidently knows little about himself, or he would never have committed his crude notions on School Management to print. Mr. Blakiston's book is the work of one whose knowledge of his subject is sufficiently extensive to make him, as he declares in his preface, "feel more and more every year how much he has yet to learn;" while Mr. Harding's is the work of one who, like the unskilful sculptor referred to by himself, proceeds to use mallet and chisel upon a stone whose nature he has not carefully studied. We find, for instance, that his idea of school management does not rise higher than that of regu-

lating everything by the rod. There is little to be learned from the methods he recommends in teaching the various subjects, if we except spelling, and perhaps geography; and there is much to find fault with. Take for instance, what he says about teaching subtraction.

"The system of borrowing and repaying, continually carried on in these terms, should be carefully and clearly explained to the children, making them see that though we borrow 10, and apparently pay to the next figure only 1, we really pay 10; for the 1 we carry being added to a figure ten times as valuable as that for which the 10 was borrowed, counts not as 1, but as ten times 1, which is 10, and so the repayment is just." It does not seem to have entered the head of this "Member of the College of Preceptors," that the method of subtraction he describes and tries to explain consists in a continual adding and not in a borrowing at all. Equally crude are some of the remarks he makes on the teaching of writing and grammar. We can best mark our estimation of the book by saying that the most interesting part to the Canadian teacher is the Appendix, which contains the standards of Examination in the subjects taught in English and Scotch elementary schools, and also those for the examination of pupil teachers.

Mr. Hughes' Handbook is one we can strongly commend to the attention of teachers of our Public Schools. It contains an extensive assortment of questions in four of the most important subjects of their work. Many of these are selected from those put by Inspectors in Britain, when visiting schools, to test the knowledge of the classes they examined. The questions are graded so as to suit the various classes, from the first book up to the fourth or fifth. Answers are supplied to the Arithmetic questions. Amongst the easy problem, for young thinkers will be found a large number that will serve as admirable exercises in Mental Arithmetic. To teachers of ungraded schools, who have such a variety of work to attend to, this book will be particularly valuable.