

himself that it is any thing but just.

3. "Recognizing the justice of the penalties, and receiving those penalties through the working of things, rather than at the hands of an individual," the child's "temper will be less disturbed; while the parent occupying the comparatively passive position of taking care that the natural penalties are felt, will preserve a comparative equanimity. And Fourth. That mutual exasperation being thus in great measure prevented, a much happier, and a more influential state of feeling, will exist between parent and child."

The full exposition of this principle and its corollaries, their application to the graver class of offences, and the chief maxims and rules deducible from them, the reader must seek in Mr. Spencer's work itself. He will find in it, brief as it is, a wealth of wise suggestion and of striking illustration; a deep insight into the psychological and philosophical aspects of the whole question, accompanied by a close and wide-spreading intimacy with its most minute practical details. Here as elsewhere are exemplified the marvellous range of Mr. Spencer's knowledge, and the broad sweep of his keen thought, which at one moment pierces to the root of the deepest secrets of our being, and at the next is occupied in demonstrating the folly of denying a child an adequate supply of sugar-plums. How far this is from being mere desultory restlessness, those will know who have learnt from him to regard all things as interwoven and

interacting, under the control and in the fulfilment of one great law.

The concluding chapter, on Physical Education, we are reluctantly compelled to leave unnoticed for the present; beyond remarking that it enforces recognition of the truth that "the first requisite to success in life, is to be a good animal;" urges that, with this aim in view, we must "conform the regimen of the nursery and the school to the established truths of modern science;" and shows the bearing of the fundamental principles of the Science of Life upon the physical training of childhood and youth.

We trust that there is no necessity for pointing out that the limits of our space, and the wide scope of the work which forms our subject, have necessitated the presentation of its views in the baldest outline; and that it would be obviously unfair to judge of their force, or to pronounce upon their merits, with only this rough sketch in the mind. Our object has been rather to arouse interest than to satisfy it; and to press this book upon the attention of all Canadian educators, as yet unacquainted with it, who have a high conception of the duties, as well as of the dignity and importance, of their vocation. In summarizing the more prominent of its general conclusions with this end in view, we have supposed throughout that any reader who might feel disposed to dispute or resent them, would also be sufficiently interested, or sufficiently cautious, to consult the book itself for the reasonings on which they are based.