

be prepared for our Ontario schools; they would be gladly welcomed by all classes of teachers, but chiefly by those in graded schools, and would help to divest grammar of the odium that attaches to it as a dry and uninviting study.

LEARNING AND HEALTH, by B. W. Richardson. THE ART OF SECURING ATTENTION, by Joshua G. Fitch, M.A. THE ELEMENTS OF EDUCATION, by Charles Buell. Syracuse, N.Y.: Davis, Bardeen & Co.

THE first of these little books is by the eminent English Sanitarian. In it he runs full tilt with lance well in rest against "modern education as a system destructive of vital activity, and thereby of mental growth." He shews that instead of health and education going hand in hand the former is too often made a fatal sacrifice to the latter. By well directed efforts such as this, and by intelligent study and teaching of hygienic principles we believe that ere long physical education will become an integral part of our school curriculum, as it should be.

The second is by an English School Inspector, and one who knows whereof he speaks. It is full of valuable hints on a subject that is of vital importance to every teacher, and we can strongly commend this fifteen cents' worth, as containing more valuable matter than works of much greater pre-

tentions. A careful study of it will enable the teacher to render the work of the school-room easier and more profitable. Perhaps the weakest part of the tract is that on pictorial teaching, which lacks point and seems like padding.

The third tract contains nothing new on the elements of education, but puts in a crystallized form truths known already, many of which are of the highest importance in the education of children. Thus, the author says, a useful education depends upon these two factors: "(1) A large fund of positive knowledge, plenty of clear ideas; (2) ability to put these ideas into language, either spoken or written, that shall be intelligible to others. We cannot give a better idea of this little book than by quoting the following remarks:—"Many of our schools pay too little attention to the power of expressing ideas, and too much attention to the mathematics. When a boy of sixteen is able to solve a difficult problem in quadratics and gets the answer just as it is in the book, but is unable to write the simplest description in the shape of a composition, or even to explain his problem in simple language, any one can understand that it is good evidence that something is wrong. He perhaps *knows* a great deal about quadratics, but he 'can't tell.' He has cultivated the first factor of his education to the detriment of the second."

#### ANNOTATED EDITION OF TENNYSON'S WORKS.

[The following "skit" has been sent us in ridicule of the pretentiously elaborate annotations which disfigure so many of the so-called Standard Editions of our greatest poets. To those who have taken down from the library shelves a good old copy of Shakspeare, enriched with the conflicting views of Johnson, Steevens, Malone, Warburton, and a host of other critics, the subjoined parody will hardly seem an exaggeration :—]

#### SPECIMEN SHEET

of the proposed new edition of Mr. Tennyson's Poems

(to be published by subscription);

With the Notes, Critical and Explanatory, of G. W., Z., LEX., M., &C., &C.

EDITED BY, &C.

"Dreary gleams (1) about the moorland (2) flying (3) over Locksley (4) Hall."

(1) *Dreary gleams*.—cf. "Teach *light* to counterfeit a *gloom*" (Z). Why did not Z