

creased teaching of science in public schools.

The Editor's article on "School Manuals" will be separately reviewed.

In the February number, besides the Editor's article on Culture, is a second article by Mr. Gundry, on "First Principles of Education, Intellectual and Moral," more especially on the subject of morality. Mr. Gundry gives admirable advice. Surely such a paper would do good, could it be circulated among parents and trustees, who are too little apt, in many cases, to think of points of abstract duty in connection with school life. J. H. Smith, School Inspector of Ancaster, condemns the present sessions in County Model Schools as too short.

Two of the best essays on the subject of teaching, pure and simple, are those by Mr. McAllister, on "The Aims of our Public School System," and by Mr. Wells, in the essay entitled "Cui Bono?" In the former, a claim is put forward for the enlarged scope of Public School work—at least beyond the three R's—for adequate training in history and geography, natural science, and physiology. To the same purport is the eloquent paper by Prof. Wells. But under the present *regime* of over-examination and cram, how are we to get third class teachers capable of teaching either, except in the most perfunctory manner? During a considerable experience of the county schools of Eastern Ontario, the present writer has very rarely met a third class teacher who had an intelligent knowledge of English history. The only instance in which he remembers Physiology being attempted at one of the country schools, usually supplied by teachers of this grade, was one in which the pupils never seemed to advance beyond one lesson, or grasp more than one fact, *i.e.*, *the number of bones in the human body*. With this their "study of physiology" began and ended.

Space does not allow the consideration of all the essays whose interest and genuine unaffected literary merit deserve mention. Remarkable among others, it need hardly be said, is that by Mr. W. D. LeSueur, of Ottawa, one of Canada's best known writers and clearest philosophical thinkers. An essay on "Buckle's Theory of History," by Mr. Francis Rye, of Barrie, is a most interesting *résumé* of the principles on which was written the fragment which, alas! is all we possess of the work projected by that illustrious man of letters. Principal Grant and President Nelles contribute two thoughtful papers well deserving the attention of all interested in education. Mr. Goldwin Smith's article on English Universities, represents a perfection of literary style which our teachers cannot study too accurately. Such essays not only embellish the EDUCATIONAL MONTHLY—they give it a title to the support of all who share the interest now becoming so general in the more thoughtful phases of literature. The Mathematical Department, under Mr. MacMurchy, also displays high merit for accuracy, clearness, and practical utility to teachers. The High School and Public School Departments are also admirable features of this magazine. The editorial articles are chiefly on practical questions concerning the regulation of text-books, of course a matter in itself of primary importance to the teacher, the children, and the parents, as also the expenditure and general action of the Department. Before considering the editorials on these most pressing questions, attention may be directed to an essay on "The Promotion of Culture," in this country. "Even in the rural districts, except perhaps in the case of the settlers in the remote townships of the Province, and among the Indians, the demands upon education are ambitious ones. With no benighted labouring class in Canada, corres-