

accustomed to look for something good in whatever comes before it.

"The Teacher" is divided into three parts:—Part I. is devoted to Tone and Discipline, and to Class Management; Part II. to Infant Schools; and Part III. to Boys', Girls' and mixed Schools. Two appendices are added which will prove useful to the young teacher, as they contain outlines and notes of lessons given by experienced Masters and Mistresses on the various subjects of School-work.

Parts I. and II. are the most valuable, in the book, and the remarks of the author on tone and discipline are full of good sense. While admitting, for instance, that there are born disciplinarians as well as born teachers, he maintains that much may be done by persistent effort on the part of the most unskilful teacher to secure excellence in school management, and he supports his assertions by the following remarks:—

"The least gifted may take heart when he bethinks him that success in school management depends mainly on watchful and unremitting attention to little details, and on conscientiously grappling with every difficulty as it arises. . . . If a teacher at all times keeps a high aim steadily before him, and struggles incessantly to attain it in spite of repeated failures, his very mistakes carefully noted and thoughtfully corrected, will lead to gradual improvement and ultimate excellence. He should ever be on the look out for better methods, apter illustrations, more vivid ways of putting things, however homely and familiar to himself. A lifetime is not too long to attain perfection in his art."

He gives advice that only a man of long experience in school work might be expected to give on the way to deal with troublesome parents, strongly recommending forbearance, and the "soft answer." In connection with this subject he wisely cautions teachers to beware of turning to a child's disadvantage in school anything he may have learnt by a visit to his home. Mr. Blakiston is evidently not disposed to coincide with those teachers who think they should exemplify in their own persons that

useful fiction of our political constitution, "The king can do no wrong;" for he plainly advises them to confess their ignorance when questioned by their scholars on any subject with which they are not acquainted; and to make amends for any injustice or unkindness they may, through irritability or infirmity of temper, have been guilty of towards them. This course of action cannot be too highly commended on the part of those who have the training of the young; children should be taught by example, as well as by precept, to shun intellectual arrogance; and to show a proper regard for the feelings and rights of all with whom they come in contact.

Coming to methods of teaching, our author has no word of praise for the old style of teaching reading, by uttering the names of the letters and not their powers; he strongly supports the phonic system which has begun to show good results amongst ourselves, and as an encouragement to those who may not have tried it, he says:—"Teachers previously accustomed to teach reading alphabetically must not allow themselves to become disheartened by the seemingly slow progress made by children during the first few months. Their steady progress afterwards, and the confidence with which they will soon grapple with words will more than repay patient waiting." Then follow some excellent remarks on the way to teach spelling.

His recommendation of simultaneous reading when children are beginning a new lesson is of questionable utility, as are some others that he makes on teaching the ordinary subjects to advanced scholars, but any defects of his own are amply made up for by the admirable notes of experienced teachers in the appendices. One of the points to which Mr. Blakiston gives frequent prominence is the necessity for the teacher to thoroughly prepare himself for every lesson he has to give; and in doing this to make notes of subjects with which he is not perfectly familiar by consulting other authorities than the school textbook before he brings them before the class.

It is interesting to know what a man of our author's range of thought and experience deems necessary for children of our element-