

will suffice to prove what we have stated. A "Companion" should be a friend that can be relied upon—not "one day true, the next day leave thee."

As we have already said, some assistance is required to enable the average pupil to overcome the numerous difficulties presented by the Fourth Ross Reader, but the sixty-cent volume does not fill the bill. For example, in Les. liii., "Scene from Ivanhoe," there are given fully thirty definitions of words just as they might be found in a dictionary; "Nobles, gold coins . . ." is defined, but not a word is said about "silver pennies." The mistaken kindness that elsewhere dictated the reference of the pupil to the geography for the meaning of "delta," and to Mason's Grammar for note on "folk," might have suggested the dictionary for the meaning of "quiver," and thirty other words, while a glance at this precious (*i.e.*, valuable, because high-priced at sixty cents) "Companion" shows us that the annotators wholly miss the *spirit* of the composition as illustrated by the quality of the language, the character of the persons concerned, the picturesqueness of the grouping, and the manners of the time, all depicted so graphically by the Wizard of the North.

But what signify these? It seemed necessary to make a book, and the compilers have good authority for believing that "a book's a book, although there's nothing in't," or rather although it may teem with inaccuracies.

The editors evidently are totally destitute of power to appreciate rhetoric or poetic beauty.

The notes are remarkably wooden, and this ligneous style of annotation is not calculated to foster a love for literature beyond that merely mechanical point which must be reached to pass the entrance examination.

This is the kind of teaching that so largely increases the realm of noodledom, and keeps up the supply of those to whom such Companions as this is must always be a necessity.

Spoon-feed, too long continued, unfits the stomach for the digestion of solids.

Cram books and ponies are gradually subverting the course of true education, viz.: the cultivation of the intellect.

The numbering of the paragraphs is a perfect puzzle. At first we thought they referred to pages in the book itself, but a brief trial showed us our mistake; then we concluded they must be cross references to other paragraphs, but that would not work much better. At last, after having given up the solution of the difficulty, it struck us that they might refer to pages in the Reader, and, Eureka, thus it is!

One copy of the books is printed on paper of two different tints: 42 pages yellowish, 32 pages white, and 92 pages again yellow. Probably this is a quiet method of performing some optical test for the benefit of the young people, and we may yet hear of the results. The binding is strong but coarse and apprentice-like, and the price is 40 per cent. too high.

These are things, however, with which the editors have nothing to do.

Should another edition of the "Companion to the Fourth Reader" ever be called for, we would recommend the editors to re-write the Introduction, and to re-model the succeeding matter up to page 166. Should this and other books of the kind become "popular" with our fraternity, the Education Department may adopt as its motto:—*Vive la Cram!*

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THE HISTORY OF PEDAGOGY. By M. Gabriel Compayré. Translated by Prof. Payne, of Michigan University. Boston: D. C. Heath & Co. 1886. \$1.75.

Educators will not long have to complain of the scarcity of professional literature, when works like that of this distinguished French teacher and other recently-issued volumes, form such valuable material from which to select.

"The History of Pedagogy," as its name implies, is largely an account of various systems of education, ancient and modern. To an English reader some chapters may appear rather incomplete, but we have pleasure in saying that, on the whole, the book is worthy of careful perusal and a permanent place as a book of reference on the subject of which it treats.