

Messrs Tarr and McMurray we had received a short time before. The connection between the two is quite obvious and Mr. Campbell very frankly acknowledges his indebtedness. It is our opinion that he has improved on his original in several important particulars. We think it would be an improvement, with the teachers in Canada if the review questions were omitted. The good teachers will pay no attention to the questions, the lifeless teachers will become more lifeless by using them. The firm of George M. Morang and Company is deserving of very high praise for the public spirited effort they are making to place within the reach of our teachers first class text books.

The Training of Teachers and Methods of Instruction:—By S. S. Laurie, A. M., LL.D., Cambridge, at the University Press, 6s., Professor Laurie, of Edinburgh, a great authority on education has done well to publish his selected papers on "The Training of Teachers and the Methods of Instruction." S. S. Laurie believes that educators can change the face of the world and under this conviction, the writer throws his strong personality into every one of the papers. He sets before his readers a high ideal of teachers work. "If the teacher can be led to rise to the full conception of his task, to understand that he is in truth one of the great moral forces of society, one of the conservators of civilization, he will be among the first to resist all attempts to divorce his daily work from the ethical and religious life of his time." S. S. Laurie has had special advantages to judge of the trend of modern methods of training teachers of late years, as he has been the secretary and advisor of the Educational Committee of the Church of Scotland. "We prefer,"

he says, "university institutions for the training of every grade of teacher to specialised training colleges, simply because they are not specialised." "There is, in truth, a radical error in the conception of an exclusive seminary for the education of members of a profession. Teachers, least of all, should be set apart from their fellow citizens prematurely. They should breathe the invigorating air of an institution where all manner of men meet." These papers are of special interest and value to teachers in charge of classes in normal schools and inspectors and head masters. All teachers will be benefited by reading them if for only the high ideal, the proper ideal which Dr. Laurie has of the teachers' office and therefore of his responsibilities.

No one can read these papers without feeling that he is lifted above the utilitarian, the mere bread and butter system of education. Dr. Laurie never lets his reader forget that the chief end of education is the formation of character. It is not only to illumine the mind, but also to purify the heart and elevate the soul.

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