

selections from opinions expressed concerning them by *nearly every educational journal* published in England and America, and by several distinguished teachers. It will be remembered that these are the opinions of unprejudiced men, and therefore entitled to respect. The same cannot be said of the statements of a mere hired scribbler, paid to do the bidding of unscrupulous masters.

MISTAKES IN TEACHING. by Jas. L. Hughes. Toronto: W. J. Gage & Co. London: W. Kent & Co.

This little work, written by a Canadian Inspector of Schools, is intended to point out for the benefit of young teachers the more common mistakes made by those inexperienced in the teaching art. They are arranged under four heads—mistakes in school management, mistakes in discipline, mistakes in method, and mistakes in manner. They are *clearly presented and distinctly expressed*, and cannot fail to be useful to any young teacher who has not heard them from his master at school or a lecturer on school management at a training college.—*The Schoolmaster*, organ of the National Union of Elementary Teachers, England.

There are only three educational papers in America which are issued weekly. The following are the opinions expressed by them concerning "Mistakes in Teaching:"

This is one of the suggestive books of *special adaptation and value to teachers* who aim to improve their methods of managing and teaching their schools. Mr. Hughes evidences in this little manual the good results of earnest observation, and a *thorough study of the philosophy of instruction*, and shows practically how to avoid the mistakes young and inexperienced teachers are liable to make. In this book he has condensed an immense amount of sound advice. *We advise every teacher to invest fifty cents in the purchase of this useful volume.*—*New England Journal of Education*.

It will help any teacher to read this book and find out his own mistakes, with a view towards correcting them.—*New York School Journal*.

The chapters here presented were first published in the *Canada School Journal*, and quite *generally republished by the educational journals of the United States*. They have been regarded as embodying good sense and wise counsel for teachers. Only long experience and careful observation could furnish an author so fully with material for sound advice and timely caution. In four successive chapters, covering 111 pages, the author gives direct and practical counsel in regard to school management, discipline, method and manner. All young teachers will find the book a *help in their work*—one of the best to be had.—*Educational Weekly*, Chicago.

The following are from the American Educational Monthlies:

This is one of the most readable books of the kind that I have yet seen. It is evidently the fruit of much *careful observation and a sound philosophy*. Even old teachers may learn something from it, or at the least, may have the satisfaction of having their theories confirmed, or their practices approved. But for young teachers *I know of no book that contains in the same compass so much matter directly bearing on their work, and capable of being immediately utilized*. They cannot make a better investment of fifty cents.—HON. M. A. NEWELL, State Supt. of Education, Maryland, in *Maryland School Journal*.

This book will prove of *material service to the young teacher*. Mr. Hughes has spent many years in practical school-room work, and he here presents the results of his experience in a manner calculated to do much good. One of the first things for the young teacher to learn is "how shall I avoid ruts and mistakes;" and a careful reading of this little volume will go far towards solving the question.—*The Teacher*, Philadelphia.

This little book is the work of a gentleman who is in a position to note teachers' mistakes, and he has evidently taken advantage of his opportunities. *This work is of great value to teachers, because it is eminently practical. It is the most readable book for teachers that we have seen lately.*—*Teachers' Advocate*, Pennsylvania.

This little book is as full of suggestions as an egg is of meat. *We know no book of the size that contains so many valuable suggestions for teachers, young or old.*—*Educational Journal of Virginia*.

It is not always pleasant to be told of our mistakes, yet no teacher can ultimately succeed who does not habitually see and correct his own mistakes. The little book under consideration treats the subject under four heads, Mistakes in Management, Mistakes in Discipline, Mistakes in Method, and Mistakes in Manner. *It contains more hints of practical value to teachers than any book of its size known to us*. Our teachers would find in it many helpful hints.—*Ohio Educational Monthly*.

This is a common-sense book, designed to correct common errors in school-room work. It is seldom that in the space of 111 small pages so many valuable and practical hints are found. *It might with profit be read aloud at teachers' meetings everywhere; in fact it is a sort of Teachers' Looking-glass.*—*Barnes' Educational Monthly*.

Our readers are not wholly unacquainted with this book, as most of the articles have appeared in our columns lately, taken from the *Canada School Journal*, at the time they were published. We know of no book containing more valuable suggestions to teachers.—*Central School Journal*, Iowa.

*It is sensible and practical.*—*School Bulletin*, Syracuse, N. Y.

Our Chautauqua friend, Mr. Hughes, has packed a *great deal of sound sense* into the one hundred and eleven pages of this little manual.—Dr. VINCENT, in *S. S. Journal*, New York.

Though brief, it is *most comprehensive*. In a clear and forcible manner it points out the errors that are constantly being made by young and even by experienced teachers, in "School Management," "Discipline," and "Method," and shows how the innumerable rocks on which many drift, and which are the cause of so many failures, are to be avoided.—*The Evening Mail*, Halifax.

I have read it through, and I am very much pleased with it. The thoroughly practical nature of the hints given in it is its very best feature, and that which must commend it as a *most useful book for our young teachers*—many of the works on "Teaching" available at present are filled with vague generalities which confuse rather than aid the teacher. I have been the more interested in the book from the fact that it treats of matters which, over and over again, I have brought prominently before my students in lectures.—J. A. MACCABE, M.A., Principal, Normal School, Ottawa.

*I have never seen a book of more practical value to the teacher than Mr. Hughes' "Mistakes in Teaching,"* a copy of which you sent me in connection with my subscription to the *JOURNAL*. I have loaned it to several of my teachers, who have expressed a wish to procure a copy. *At what rate can I procure Twenty-five copies?*—B. B. SNOW, Superintendent of Schools, Auburn, New York.

The following letters speak for themselves:

"I can give no higher testimony for "Mistakes in Teaching" than the fact that on my submitting it to the Board of Protestant School Commissioners for the City of Montreal, I was instructed to procure copies for all our schools, for the guidance and instruction of the teachers."

S. P. ROBINS,

Supt. Protestant Schools, Montreal, and Prof. of Education, McGill Normal School.

"I cannot better express my estimate of the value of "Mistakes in Teaching," than by stating the fact that, on reading it, I at once resolved to present a copy to every teacher under my inspection. I have since been pleased to learn of their high appreciation of the work."

THOS. HENDERSON,

Public School Inspector, Paris.

The book was also adopted by the School Board of the City of Auburn, N. Y., and purchased for every School under its jurisdiction; and an order for a thousand copies was recently received from one firm in the Southern States.

HOW TO SECURE AND RETAIN ATTENTION. By J. L. Hughes. Gage & Co., Toronto. Kent & Co., Paternoster Row, London, Eng.

Ere is a Canadian teaching us how to teach. We are very glad to welcome his volume, which is on an important subject, and is *admirably executed*. One of the most difficult things, as all teachers know, is how to secure attention. Imperfect teachers had better buy this book, which gives, so to speak, directions for self-measurement.—*Educational Times, and Journal of the College of Preceptors, London, Eng.*

We can *unhesitatingly commend it* to the notice of teachers as a brief, but satisfactory, exposition of the kinds and causes of attention, its conditions, and the means of obtaining, securing, and developing it.—*School Guardian*, issued by the National Society of England.

The following are the opinions of the three great American educational weeklies:

The topic, and the method of treating it, are of such importance, that we have read with great care what Mr. Hughes has presented, and *commend most heartily his wise and eminently practical suggestions*. He defines the kind of attention; the characteristics of positive attention; the elements of the teacher requisite to secure and retain the attention of his pupils; the proper conditions, and how to control the attention of a class; the methods of preserving and stimulating the pupil's desire for knowledge, and how to gratify and develop the natural desire for mental