

known, seeing that it is the essence of the object lesson to be empirical. To economise time, he strongly urges pre-arranging a set of lessons having a definite purpose, each being limited in scope, and a unit in itself, and the whole arranged in consecutive order. He clearly states the aim of these lessons to be "to guide, rectify, direct, and forward reasoning and observation," as well as to increase knowledge.

A careful selection of object lessons leads up to the study of Geography, which should be begun with a series of lessons of that character. Persistent care is urged in limiting the scope of each lesson so as not to confuse the minds of young pupils. "Separate the fact from the reason," urges our author, "and describe the fact first that it may be understood, and imbibed as such," before the reason that is based upon it is brought forward. Hence he advises caution in mixing up physical with descriptive Geography, believing that the former should succeed the latter.

He takes a very narrow view of History when he says, "In the lives of kings, statesmen, generals, and other great men we have the materials of history."—p. 281. History is the life of a nation, and we need more than the materials here enumerated to teach Sociology and the Science of Government, which are the phases of that life that render the subject of much value as a branch of education. He sets little value on it as a part of a school course, apparently because its bearings cannot be understood without much previous knowledge and some experience of the world. He thus justifies his position:—"The fact that history presents no difficulty to minds of ordinary education and experience, and is, moreover, an interesting form of literature, is a sufficient reason for not spending much time upon it in the curriculum of school or college. When there is any doubt we may settle the matter by leaving it out."

There is little to be learnt from the remarks on teaching Arithmetic, as our method is far in advance of anything Mr. Bain has to teach. We quite agree with him that questions should be utilized to convey useful information about the facts of nature or the conven-

tional usages of life, so that these might be incidentally implanted on the memory while the mind was engaged upon the question; but who is to decide what is useful information? We fear the Arithmetician is not the best judge. We well remember good Dr. Thomson's efforts in this direction, in giving in his book the distance of Georgium Sidus from the sun in one question, and the length of yarn Catherine Woods of Dunmore, thirteen years of age, spun in a certain time, in another; both pieces of information which only respect to Dr. Thomson's memory would lead us to characterize as useful. Professor Bain himself would be no safe guide, for on page 293 we find the following statement of the kind of useful information he would convey in this manner:—"Important geographical numbers could be stamped on the recollection by being manipulated in a variety of questions. The dimensions, area, and population of the three kingdoms, the proportion of cultivated and uncultivated land, the population of the largest cities, the productions, trade, taxation of the country,—all of which become the subject of reference and the groundwork of reasoning in politics,—could receive an increased hold on the mind by their iteration in the arithmetical sums." In fact our author would make each scholar a young statistician, and would cram him with a host of figures that would never be of any avail to himself, or any one else for purposes of either information or reasoning.

When we reach the pages devoted to oral teaching and text books, we tread on safer ground. Indeed, these are so good that we wish we could, for the benefit of our readers, transfer them entire. The necessity of a text book in some subjects is very properly recognized, but only as an auxiliary to oral teaching. Lecturing has the great advantage of the living voice in securing attention where a text book would fail. It is wisely suggested that when a lesson, which has been prescribed from the book, is found ill-prepared, it should be given again with the benefit of the intelligent catechising by the teacher to help in preparing it afresh. This assistance of the teacher's judgment and