

right topics? We are safe in saying that the majority of our teachers are not well enough acquainted with history to know, in teaching it, what to leave out, and to what they should give the greatest prominence. Some years ago, the Education Department undertook to publish suggestions as to the best way of teaching the various subjects, history amongst the rest. The suggestions were so absurd, and incorrect as to fact, that they brought ridicule upon the whole document. Now, if a member of the Central Committee is liable to err upon this point, how much more likely is it that a teacher, who has multifarious duties to occupy his time and attention, should go wrong. Further, if Mr. Crooks thinks it is best for the lower classes to do without home lessons, how are they to learn habits of silent reading and study? This is an important question; for we maintain, if our schools do not give our boys and girls these habits, they fail in a very essential point. What guarantee can we have that they will acquire any habit of reading after they leave school, if they have not been properly taught it during their school life? Mr. Crooks mentions this absence of home lessons approvingly, doubtless as an indication of the attention paid to the bodily health of the children. But we have yet to learn of any injury a child's health will suffer by having to do enough school work at home to keep up the habit of mental application.

The means of enforcing discipline in these schools, in the absence of corporal punishment, are of the usual kind—private re-monstrance for misconduct, public rebuke, demerit marks, deprivation of privileges in the play ground, etc., suspension, expulsion, or rather that mild form of it adopted by Dr. Arnold,—a request to the parent to withdraw the culprit from the school. These are all very good for a Model School, and are deserving of imitation; but there are certain others of which we cannot speak so favourably, such as sitting drill, detention after school hours, loss of recess. Now, we feel sure that corporal punishment is more likely to produce self-control in scholars than the punishments,

and it is much to be preferred for the sake of their bodily health. Besides, it is positively harmful to keep a child sitting idle for a certain time by himself, in a place where he is expected to be always busy. In the Ottawa Model School they have adopted the unique plan of "offering rewards for careful obedience to all rules." How do the authorities expect to turn out law-abiding men and women, if they think it necessary to offer bribes to the scholars to obey the school laws? If these commend themselves to the children's sense of right, they should be enforced without any reward; if they do not, they should be withdrawn. It is an utterly demoralizing plan to ignore the child's sense of right and wrong in offering rewards for the keeping of school rules; and we would recommend its speedy abandonment.

In concluding our critical examination of Mr. Crooks' Report, we must again express our approval of the new features it presents, and our recognition of the Minister's desire to make it not only a record of the state of our educational system, but a material aid to those engaged in the daily work of education. We trust that in the next Report of the Minister we shall have less to condemn and more to commend.

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AN ELEMENTARY LATIN GRAMMAR (192 pages) and A FIRST LATIN EXERCISE BOOK, by John Barrow Allen, M.A., Head Master of the Perse Grammar School, Cambridge, and late Scholar of New College. Oxford: The Clarendon Press; Toronto: Willing & Williamson.

It may perhaps be sufficient to give as above the title-pages of these admirable little books in order to attract the attention of our readers. The imprimatur of the Syndicate of the Clarendon Press is a passport to the interest of the learned, and a guarantee of the literary merit and typographical excellence of the work. Our object is not to review these books at length, but to urge those of our readers engaged in teaching Classics to make their acquaintance, and to endeavour to bring them into general use. More than this we need not say, except that rapidly-sold editions of them in England, and scores of testimonials from competent authorities, emphasize our favourable opinion of them. We may add that they are admirably suited for the "Intermediate," and would form a capital introduction to continuous Latin prose.