

"Scott and his Period," justly considering that to form a proper estimate of a great writer, we must take into account his literary environment. A sufficient account of Scott's contemporaries is put before the student, although we may not agree with Mr. Armstrong's *ex cathedra* statements, as for instance, when at page 7 he tells us that "Thomas Moore is scarcely a natural poet," whatever that may mean, and that he "resembles the previous age (*sic*) in his flash and glitter." Lord Byron in his inimitable letters values one of the Irish Melodies as "worth an epic." Does any language contain a lyric more perfect than "The Last Rose of Summer"?

In his brief abstract of the life of Scott, Mr. Armstrong has mainly relied on quotations from the biography by Hutton in the "English Men of Letters" series. Now, we submit, that Canadian writers, even in editing a School Manual, ought to aim at something more ambitious than a mere compilation of what others have written; though when, as in Mr. Armstrong's case, this is done honourably, with full acknowledgment of the debt, it is a very different thing from the clumsy piracies we have had occasion hitherto to notice on the part of a certain book-making ring in connection with our Provincial Educational System. Mr. Armstrong's edition of "Marmion" is a very useful one for its purpose, and is evidently the work of a thoroughly practical teacher, even though the literary form might be improved, and national Canadian ambition might suggest a bolder effort at original criticism.

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CHEMISTRY FOR INTERMEDIATES: consisting of a series of Concise Definitions, Short Notes, and Chemical Problems, adapted for the preparation of Candidates for the Intermediate and Second Class Teachers' Examinations. By A. P. Knight, M.A., Kingston Collegiate Institute. Toronto: Copp, Clark & Co.

THE title is admirably descriptive of the contents of this handy volume. To the teacher who possesses apparatus, and can

teach his subject as an experimental science should be taught, Mr. Knight's labours will prove a valuable educational auxiliary; but to the "crammer" we fear the work will be of little service. It is true, as Mr. Knight observes in his preface, that many of our text-books contain too much; he might have added that the prescribed text-book on Chemistry (Roscoe's Primer) contains too little. We think, however, that in his desire to reduce the amount of text-book matter, the author may have in some of the details gone a little too far. A matter in connection with the subject of chemistry, which is very easily forgotten by students, is the correct mode of procedure in the preparation of the different elements and compounds. The volume before us, in accordance, we admit, with its plan, refers only briefly to this, the supposition being that the student will supply this defect from his observation of the experimenter's manipulations. For reasons that will suggest themselves, we believe that no manual on Chemistry should omit a matter of so much importance. But, of course, it may be written down as a note by the student, and thus become another means of training his powers of perception. The mode in which the PROPERTIES and TESTS are taken up commends itself to our judgment; but the EXPERIMENTS, like the PREPARATION, might well have been dealt with more fully. Were all our schools in the condition in which they should be, so far as Science teaching is concerned, we should have no objection to offer; but we have every reason to believe that in most of the High Schools and Institutes many of the experiments, to which Mr. Knight merely refers by name, cannot be performed even in the rudest fashion.

An admirable feature of the volume is the large, varied, and well-assorted series of problems, on the value of which as a means of teaching Mr. Knight quotes the authority of Professor Roscoe. Here again, however, what is really scientifically correct does not suit the conditions of our Examinations. Almost all of Mr. Knight's volumes are expressed in litres, and his weights in grains;