

Was over the vacant benches cast ;  
The master sat in the silent room,  
But his mind was back in the days long past.

And the shadows took, to his tear-dimmed sight,  
Well-known forms, and his heart was thrilled  
With the blessed sense of its own delight,  
For the vacant benches all were filled ;  
And he slowly rose at his desk and took  
His well-worn Bible, that lay within,  
And he said, as he lightly tapped the book,  
"It is the hour, let school beg."

And he smiled as his kindly glances fell  
On the well-beloved faces there—  
John, Rob, and Will, and laughing Nell,  
And blue-eyed Bess, with the golden hair,  
And Tom, and Charley, and Ben, and Paul,  
Who stood at the head of the spell'ing class—  
All in their places—and yet they all  
Were lying under the graveyard grass.

He read the book, and he knelt to pray,  
And he called the classes to recite,  
For the darkness all had rolled away  
From a soul that saw by an inward light.  
With words of praise for a work of care,  
With kind reproof for a broken rule,  
The old man tottered, now here, now there,  
Thro' the spectral ranks of his shadowy school.

Thus all night long, till the morning came,  
And darkness folded her robe of gloom,  
And the sun looked in, with eyes of flame,  
On the vacant seats of the silent room.  
The wind stole over the window-sill,  
And swept through the aisles in a merry rout.  
But the face of the master was white and still :  
His work was finished, and school was out.

#### REVIEWS.

**Fossil Men.** By J. W. Dawson, LL.D., Principal of McGill College. pp. 348, 8vo. Dawson Brothers, Montreal.

Though Principal Dawson is a geologist of the first rank, he is in his religious views strictly orthodox, and in regard to science an uncompromising opponent of Darwinism. In "Fossil Men" he examines carefully the evidence which has been supposed by many evolutionists to furnish proof that man first appeared on the earth long before the date commonly assigned to Adam, and that the human race in the Stone Age was less removed than at present from the brute creation. The point of attack is well chosen. The conclusions of many of the investigators of the early history of man have undoubtedly been too hastily formed, and those of others, though not fairly open to this objection, cannot be considered as completely established. Dr. Dawson, at any rate, has been very successful in discovering and laying bare the errors of the writers whom he combats. The constructive part of the work is, however, less satisfactory. The author's view that a period of 6,000 years affords sufficient time for all the changes which, according to his own admission, have occurred, seems somewhat forced; and his hypothesis that man's inventive faculty was more active at the beginning than at any subsequent time, except perhaps, the present day, may be well-founded, but certainly is not proved. Much, too, of what he says about the relationships of words and languages would not, we think, be admitted to be correct by Max Muller or Whitney. But the work has, as a whole, greatly raised our previously high estimate of Dr. Dawson's ability and knowledge. It ranks very high, both as a popular exposition of what was already known, and as a treatise embodying the results of original investigations. The charm of the style, the interest of the subject, and the clearness of the expositions would, each by itself, be quite sufficient to make "Fossil Men" worth reading. To these attractions is added this, that it contains a very large amount of information about the North American Indians, and particularly those of Canada, never before published between the covers of a book. This new matter is of so great value that it will undoubtedly cause the work to be much quoted and referred to by subsequent writers. The mechanical execution is good, and a large number of wood-cuts renders aid in the elucidation of the subject.

**A COMPLETE SCIENTIFIC GRAMMAR OF THE ENGLISH LANGUAGE**, with an Appendix containing a Treatise on Composition, Specimens of English and American Literature, a Defence of Phonetics, &c., &c., for the use of Colleges, Schools, and Private Learners. By W. Colegrove, A.M., President of West Virginia College, New York. The Authors' Publishing Company. 1879. Pp. 362, octavo.

In this pretentious volume there are some things that are original and much that is crude. It fairly bristles with strange terms, and its word, phrase, and sentence charts leave little to be desired in the way of complexity. It contains a good deal of valuable matter, but we can hardly agree with the author, "that one year devoted to the study of this treatise will be worth more to the student than ten years spent on the ordinary books." The mechanical execution of the work is good.

**SOME THOUGHTS CONCERNING EDUCATION.** By John Locke. Edited by Rev. R. H. Quick, M.A., Trin. Coll., Cambridge. Toronto: Copp, Clark & Co.

Two editions of this work have recently been issued almost simultaneously in England, as a result of the awakening of a deeper interest in professional training of teachers in the old world. Locke is recognized in his native country as one of its most profound writers on educational questions; he is regarded by foreigners, especially Germans, as the only Englishman who has contributed much to the discussion of the philosophy of education. In addition to Locke's "Thoughts on Education" the book contains a critical and biographical introduction, and two valuable appendices; one on Working Schools, and the other on Study. The book is a most valuable one, and cannot fail to be suggestive to the thoughtful teacher.

**APPLETON'S READERS; No. 5.** New York: D. Appleton & Co.

In September, 1878, we reviewed the first four books of the series which this book completes, and in October of the same year an article appeared in the Practical Department of the JOURNAL explaining the most striking features of these admirable works. The Fifth Reader is a worthy crown for its predecessors. The selections are carefully made, and the work to be done by the pupil is most judiciously selected and accurately prepared. They are arranged at the end of each lesson regularly, and consist of: 1. Spelling and pronunciation exercises; 2. Language lessons on the principles of printed language as found in the lesson; 3. Definitions, synonyms, and paraphrases. In addition, copious notes are given on biographical, historical, geographical, scientific and literary allusions; and notes concerning the style and thought of the piece. These notes would form a suggestive study for teachers of advanced reading classes.

**A MODEL SUPERINTENDENT.** By Rev. H. Clay Trumbull. New York: Harper Bros.

This is not a theoretical work. It is neither a description of an ideal Superintendent, or a statement of the characteristics and attainments which he should possess. Mr Trumbull could have written a valuable book of either kind. His training and experience eminently qualify him to write with great acceptance on this subject. He chose, however, to exhibit the Model Superintendent in a record of the life of the late well-known and highly esteemed Henry P. Haven, of New London, Connecticut. From the life of this earnest man, successful both in business and in Sunday School work, superintendents, teachers, and all church officers may learn many valuable lessons as to methods, management, and especially in faith and enthusiasm in their work. This book should be in every Sunday School library.

**FIRST PRINCIPLES OF POLITICAL ECONOMY.**—By A. L. Chapin, President of *Baliol College*. New York: Sheldon & Co. Sample copy 25 cents. This is intended for a text-book in High Schools and Academies. It is admirably arranged for the purpose. The author contents himself with stating principles, instead of advocating theories. In the last chapter, however, the issue between Free Trade and Protection is clearly and concisely discussed. We hope for the time when the students of our advanced schools shall study this important subject. This is one of the best school text-books issued on the subject in Europe or America.

**QUESTIONS ON ENGLISH AND AMERICAN LITERATURE.** Davis, Bardeen & Co., Syracuse. This little work has been issued by these enterprising educational publishers to aid in class drill and private study of the subject of which it treats. The author has three aims; 1. To present the