

Turtles, —, —, tortoises and — are called —. The — is a kind of cat, and has — sharp sight. Vessels of war — — of ships of the line, —, sloops, brigs, and schooners. A — is a small fish. When — in oil it is — — as an article of food. A — is a slice of meat between two — of bread. A — is a kind of hard biscuit.

We quite agree with the author that "it is idle to require a pupil, however young, to reproduce print forms." It is idle, because very little use can be made of what is thus learned afterwards. While, by learning to reproduce words in script, children are actually learning to write; and if they have to leave school before they reach the classes where writing is formally taught, they will have acquired enough knowledge of writing to express themselves, though it may be imperfectly.

Should a second edition of this book be called for, we would advise the author to omit giving the meaning of those simple words that are alike in sound, but different in meaning. These, left to the teacher, can be explained more effectively and more fully.

In the lists of Christian names the author has certainly not confined himself to those most in use. Very few scholars are ever likely to use such words as Alonzo, Ichabod, Elizur, yet these and many more such are inserted, while such names as Henry, often miss-spelt Henery, Arthur, Rachel, Victoria are omitted. The common word analysis is left out of the grammatical terms, though prosody, a word little used, finds a place. The convenience of the scholar has certainly not been considered in the binding, for it will be impossible to keep the book open at the place from which a lesson is to be copied without some artificial means. This is a fault too common in school books.

**METHODS OF TEACHING: A Hand-Book of Principles, Directions and Working Models for Common School Teachers,** by John Swett, Principal of the San Francisco Girls' High School and Normal Class. New York: Harper & Brothers, 1880.

THIS book, says the author, in the Preface, is intended—

1. For use in Normal Schools and Normal classes as a basis for instruction in methods of teaching.

2. For the use of those who intend to become teachers without taking a course of professional training.

3. For experienced teachers who believe there is something to be learned from the suggestions of others.

The characteristic features claimed for this manual are:

1. Its strict limitation to the essential of Common School instruction.

2. Its condensed and specific directions.

3. Its working models for beginners.

In this bright and attractive volume we have the outcome of the matured wisdom and experience of the Common School patriarch of California. Mr. Swett covers, in a methodical and lucid manner, the whole ground sketched in his preface. He lays under contribution the labours of Mill, Spencer, Tyndall, Froebel, Pestalozzi, Bain and other great masters of pedagogy, and gives under the proper heads of his subjects laconic digests of their teachings. Without attempting to enlarge upon the many excellent features of the work, we shall simply summarize its merits by saying that it is a practical hand-book of common sense in the school-room. We heartily recommend it to all young teachers, and to all who rightly think that "something is to be learned from the labours of others." It will be found to be an earnest, stimulating, and suggestive work, and its perusal cannot fail to add to the mental equipment of the teacher.

**REPORT ON EDUCATION,** by E. Seguin. Second Edition. Milwaukee, Wis.: Doerflinger Book and Publishing Co., 1880.

HORACE gives us the order of a Roman entertainment in the phrase *ab ovo usque ad mala*—"from the egg to the apples." Verily M. Seguin's bill of fare sets out *ab ovo*: he begins with pre-natal impressions! The children of the future are to be treated like the princes of the House of Hapsburg, and placed under careful training before their