

study of grammar," and will doubtless suit those who think that the study of English Grammar should lead directly along the line of Latin. The framework of the Latin is given here, and there is the usual exhibition of carpentering in trying to fit the material into it. The treatment is deductive.

If it is true that the history of every individual is that of an ever changing series of ideals, and that the constant factor in life is the effort to realize some ideal, we think that western teachers should become acquainted with the life of Thring, the great head-master of Uppingham, in order that some of the qualities which he possessed may become more pronounced than they are in the lives of those upon whom so much of our country's future depends. The Copp Clark Company, Toronto, are publishing an account of the life of Edward Thring ** as seen in his diary and letters. In the preface to the first edition Dr. Parkin says that the one object which he has kept in view in making the selections from the material at hand has been to elucidate the great principles on which his work was based. We are told later on that these principles rested upon and grew out of what can only be described as a passionate conviction that education was, in a special sense, a work for God; and that the essential element in his school beliefs was the recognition of the fact that "in the economy of God's world a dull boy had as much right to have his power, such as it is, as fully trained as a boy of talent, and that no school did honest work which did not recognize this truth as the basis of its working arrangements." Thring has been declared to be the first man in England to assert this openly; and the records of his difficulties and struggles and trials and successes are what we might expect of a man trying to put a new idea into practice. Between 1853 and 1875, Uppingham, under Thring's management, rose from a position of little importance to the grade and dignity of a great public school as that term is understood in England. When one reflects upon the matter one sees that the only difference between the old English grammar school which Thring took charge of, and any prairie school house, is the unimportant one of the number of pupils, and that the important difference between Thring and most western teachers is that the former dedicated his life to the service of education, whereas the latter do not think of such a thing. Perhaps the most interesting chapter in the book is that entitled "Methods and Ideals." One cannot of course agree with all the opinions that are expressed in the diary of this somewhat garrulous but always earnest and honest teacher, but no one can fail to profit by reading the book.

—S.E.L.

* The Mother Tongue, Book I; Lessons in Speaking, Reading and Writing English. Book II; An Elementary English Grammar. By George Lyman Kittredge, Professor of English in Harvard, and Sarah Louise Arnold, Supervisor of Schools in Boston. Ginn & Co., 1900.

** Edward Thring, Head-master of Uppingham School. Life, Diary and Letters; by G. R. Parkin, Principal of Upper Canada College. McMillan & Co. and The Copp Clark Co. Ltd.

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