

as a text-book. In a new edition three brief chapters might be added, devoted respectively to the Acrogens, Anophytes, and Thalophytes. Even with this addition the book would be by no means too large for junior students. Taken altogether, however, the work is an admirable one—equal, if not superior, to any elementary treatise on botany with which we are acquainted. If all Messrs. Gage's publications were of the same high character, the task of reviewing them would be as pleasant as it is but too often the reverse.

The authors, we are glad to learn from the preface, are engaged in the preparation of a *Flora*, specially adapted for the use of Canadian students. There has long been a crying want for such a work, and it will be a boon to all practical botanists in Canada.¹

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THIRD NOTICE.—THE PROVINCIAL MODEL SCHOOLS.

WE have had the pleasure of directing the attention of our readers to several new and improved features in this Report; but perhaps the most important is that which we now propose to examine—a statement of the "Methods of Teaching employed in the Provincial Model Schools." There are many teachers throughout the country who have not had, and may not have, a chance of observing the working of these schools. They are nevertheless most anxious to profit by the best examples they can find. It is this anxiety which prompts them to attend the meetings of the local associations, and to gather useful hints which they can apply profitably in their school-rooms. The same feeling impels them, as members of these associations, to invite, even at some expense, men experienced in their profession to lecture to them on topics of practical education. If there were any further evidence needed of the existence of this widespread desire for professional knowledge, the success of the EDUCATIONAL MONTHLY affords it.

There are four divisions in each of these Model Schools, the lowest being the fourth, and the highest the first. In teaching Reading, the "look and say" method seems to be the one employed in the Toronto Institution; but in neither Toronto nor Ottawa do we find that the phonic system has obtained a footing. In the Toronto Model School we are told that "Reading is mainly taught by imitation. The teacher reads, and requires the pupils to read after him simultaneously and individually." This method, which is used even in the highest division, is a very good one provided all the scholars could be made to sink their individuality and become mere automata, and provided also that the teacher shall be an accomplished elocutionist. But as the latter is by no means the case, and as the perversity of human nature in producing individuality of character is against the former, we are disposed to think that a preparatory discussion of the subject-matter of a reading lesson, such as is practised in the Ottawa Model School, is the best way to secure intelligent reading; and if the reading be intelligent, it will be accompanied by proper emphasis, for the child can then read as if the sentiments were his own.

Spelling in both institutions is taught orally and by dictation; but dictation is more a *test* of good spelling than a means of teaching it. No method of mastering the difficulties of our orthography is complete that does not recognize transcription. Not only should this be frequent, but all long words should be written in syllables, that the scholar may thus become familiarized with the sequence of the letters, and at the same time be assisted in their correct pronunciation.

Arithmetic, as we should expect, is taught well. In the Toronto institution "New rules are taught from easy mental examples, and from these the pupils deduce the rules, form the definitions," etc. There is just one fault in this admirable plan, and possibly it is merely a fault in the description of it—the definitions should precede the rules.

We can find no explanation of the method