

PRACTICAL HINTS ON CLASS MANAGEMENT. By James Saunders. London and Edinburgh: Thomas Laurie; Toronto: James Campbell & Son.

Text-books in pedagogics are, in general, unutterably dull, prosy, and full of platitudes. If you wade through one you probably find little to object to, except that the writer has made his book as uninteresting as a sermon and as gloomy as a funeral. Mr. Saunders deserves praise for having tried to say what he has to say in an interesting manner, and he has succeeded very fairly. Though by no means a master of style, he has what the phrenologists call the bump of human nature tolerably well developed. His native shrewdness, and a certain originality that he has, likewise, stand him in good stead. Many of the headings of his chapters are decidedly attractive, as for example, "On Roundabout Teaching," "On Dealing with Angry Mothers," On the whole the book is pithy and pointed.

The work is intended for pupil-teachers, and is remarkably practical in its character. It would suit our third-class teachers far better than Currie's Common School Education which is at present prescribed for their use, because it is shorter, more interesting, and written to warn beginners off the rocks and shoals on which they are apt to make shipwreck. The following extract will give a fair idea of the mode of treatment adopted:

"Many young teachers, especially in Sunday Schools, are satisfied with teaching a tithe or a moiety of their children. Some rest contented if, out of the whole class, one solitary boy condescends to favour them with an occasional glance and a casual answer, bestowed much as a half-penny is thrown at a beggar. Now, do not, I pray you, be humiliated in this way. Teach *all* your children; and insist on every one giving you his undivided attention. A good preacher will rivet the eyes even of the choir. Remember that the whole of your flock require supervision; and those most of all in the background or on the outskirts.

"Some teachers are adepts in the art of 'how not to do it.' Their senses are as dull as those of an inspector of nuisances, or a policeman when going past a foul slaughter house or a gambling tavern."

EXERCISES IN ARITHMETIC.—By A. MacMurchy, M.A., Canadian author of *Smith and MacMurchy's Arithmetic for Canadian Schools*. Toronto: Copp, Clark & Co.

This neat and handy volume of exercises is intended to help the student in acquiring a more thoroughly independent knowledge of Arithmetic than the mode of treating the subject necessarily adopted in a text book renders possible without largely increasing its bulk. The problems which are carefully graduated in difficulty, are divided into sets of twelve each, and cover exhaustively the ground to be traversed by both juniors and seniors. The collection will be found extremely useful not only for High School entrants and junior Public School classes, but for Honour University Examinations. While the common types are fully represented, there are a large number of examples of an unusual character—a feature which cannot fail to recommend this volume to the profession. Some of the Examination papers set by the Department are inserted, apparently in deference to the prevailing fashion, though by his moderate use of this lately invented mode of book-making, the author shows his knowledge of the true function of a teacher and the proper place of examinations in our system of education. It is peculiarly refreshing after the surfeit every one has had of disquisitions learned and otherwise on the "Unitary Method," to come across a Canadian work of the merit of the one before us, in which the author does not consider it incumbent upon him to ring the changes on this last specific for mental inaptitude. It is too generally lost sight of, we fear, that our schools are intended to afford besides mental discipline, preparation for the duties of actual life that is absolutely necessary in a country like ours. As Prof. Goldwin Smith lately remarked in a communication to the *Mail*, "our system of Public Instruction would probably be better for revision with a view of giving a more practical character to the instruction." His remarks apply with special force to the case before us. In this new-fangled love for the people's logic, the practical value of the rule and formula is in danger of being overlooked.