

utes, and a young lady student reached perfection in its use in five lessons, all within ten days from commencing the study.

Mr. Charles Currier Beale, of Boston, gave a very interesting account of the *raison d'être* of Volapuk, of its conception, formulation, period of ridicule as a chimera, ultimate approval by learned men, and then its course of propagation until now it has been accepted all the world around, being in many places in very extended practical use, and bidding fair to be everywhere used within a few years as a medium of international communication. Mr. Beale laid great stress on the fact that the popular impression was wholly unauthorized, that Volapuk is intended to supplant existing languages or any of them. No such thought has entered the minds of the inventor or his followers. The thought is only to *supplement* the many languages whose irregularities, incongruities, and idiomatic difficulties embarrass busy men, and to offer a simple, phonetic, easily pronounced, and single accented language as a convenient substitute for the many natural languages which compel the business man, tourist, and student of science to trust to interpreters or to spend weary years of study in order to familiarize themselves with tongues for which the simple Volapuk abundantly answers.

Among the literary products of the language shown were the complete Prayer Book of the Roman Catholic Church; the Oriental travels of the late Prince Rudolph (a volume challenging competition in its make-up with any similar work in the principal natural languages); Lessing's *Minna von Barnhelm*; Grimm's *Fairy Tales*; the Gospel of St. John; the Proverbs of Solomon, and a hundred or more grammars and dictionaries for people of every language and dialect — all in Volapuk.

After the revelation of this convention there can be no doubt that this language, which has received the approval of Max Muller, Alexander John Ellis, and other such philological authorities, is destined to fulfil its mission of simplifying international intercourse on the language side, and this is all it aspires to do."

HERBERT C. CREED.

For the REVIEW.]

#### Grammar School License in N. B.

"Advance" makes a good suggestion in regard to Grammar School License. While the subject is being discussed why should not Modern Languages, French and German be considered equivalent to Latin and Greek?

STUDENT.

For the REVIEW.]

#### Concerning Daily Marks.

In our school work, we are preparing children for life's duties. Are we implanting a proper principle when a reward is given for each piece of work, and when the workers strive on only for the sake of getting marks?

I have tried the Daily Marking System and find that much time is spent in giving marks which, I think, could be used for a better purpose.

Would not a better method be to have a monthly examination, reviewing work done during the month. Then we could properly estimate the scholarship of each pupil.

Would some teacher please give me an opinion regarding what I have stated.

LADY TEACHER.

Queens County, N. B.

For the REVIEW.]

#### Kindergarten Methods in Primary Schools.

##### EIGHTH PAPER.

The eighth gift consists of sticks of different lengths. Madam Kraust Boelte divides this gift into three parts, the connected slats, the disconnected slats, and the sticks; but others speak of them all as one gift.

We have built with blocks making solid forms of life, knowledge, or symmetry, and have also made pictures of them with tablets. The sticks bring us another step to the abstract — the stick being the embodied line of the surface. Sticks one inch long are cut from a tablet, the two-inch sticks are the length of the cube of the second gift and besides these other lengths are used. Squared sticks are preferable as they sit so firmly on the table.

The language lessons here are very important. Long talks are held about what the sticks are made of, about trees, different kinds of trees, their trunks, branches, barks, etc., also how the trees were cut down, and the way they were cut up into sticks. The children see then the amount of labor required to get these sticks for them.

Having given one stick to each ask what it looks like to them. One will say a match, one a pencil, another a flagstaff and so on. These names may be woven into a pretty story. We notice the color of the stick, that it will not bend, and that it will burn if thrown on the fire. We change the position several times from back to front, left to right, slanting, etc., and then give two sticks to each child. Proceeding gradually with the lesson we are able to give any number to each and easy lessons in numbers are taught by means of them. Whole sentences letter