

Conscience ; Government Employment for Women ; Geography of the Heavens ; The Merciful Institutions of Pennsylvania ;—in addition to much interesting news of the Circle. The *Chautauquan* is perhaps the best periodical published on the continent, in its especial feature : the consecutive and logical treatment of scientific and literary subjects in a style that can be understood without difficulty by the general reader.

OUR namesake, *The Educational Weekly*, is published at Indianapolis. It is, as its motto declares, "crisp, impartial, decided." A paper in a late number from which we have derived much benefit, and which want of space alone prevents us from transferring to our own columns, is *The Library in the School*, by James Baldwin, Ph. D., who, by the way, is the author of the *Book-lover*. Public School libraries are unfortunately few in Ontario, although at one time their support and encouragement were main considerations with the Education Department. If we had teachers with Dr. Baldwin's enthusiasm and patience, libraries would soon be not rare ornaments of, but necessary adjuncts to, the school-room. His plan of dealing with the school library strongly reminds us of Dr. Arnold's method of teaching history.

ONE of the most valued of our educational exchanges is the *Ohio Educational Monthly*. The February number just received contains an excellent paper on *Primary Arithmetic*, which we hope to reprint for our readers next week.

WE acknowledge the receipt this week of the January number of *Latine*, (New York : D. Appleton & Co.; Edgar S. Shumway, Editor.) We hope in our next issue, not only to give a review of this unique little half Latin half English magazine, but also to give our readers a few choice excerpts from its columns.

THE *'Varsity* in its fifth year, is decidedly in its best. Its articles are opinion-making, no small merit in these days of ubiquitous newspaperdom. We should like to know that every Toronto graduate was a subscriber to it.

M. GUILLEMOT, says the *Pall Mall Gazette*, denouncing the growing tendency of authors, dramatists, and artists to thrust themselves and their private life before the public, traces the origin of the malady to America. American journalism and reporting strengthen this tendency to pry into the private life of public characters, and France has eagerly taken up the evil habit.

THE series of papers on "How can Thoughtlessness of Pupils be Removed?" which we continue this week, is, as will be seen, from the pen of N. A. Calkins, LL.D., Assistant Superintendent of Schools in New York. They are being published from week

to week in the *New York School Journal*, from which we reproduce them. They contain valuable information from one whose opinions are valuable, and should be read with care and thought, together with a determination to use in the daily routine of teaching such hints as Dr. Calkins suggests. His excellent combination of theory with practice will also be found of great benefit in applying to particular cases the rules he lays down.

THE *Chicago Telegram* says "there should be a society organized for the prevention of cruelty to the English language." It waxes very wroth over the French, Latin and Italian words and phrases that are commonly used on our invitation cards, prescriptions, musical programmes, etc. We do not see the force of this ourselves. We should prefer to see a society formed for the purpose of putting an end to the really detestable words coined by the class of papers of which the *Chicago Telegram* is a type—such words as "funnyism," "shorthand," "suicided," "cablegram," "dude," "dudine." The two last occur in the very paragraph we quote from.

DR. MCLELLAN delivered at Peterborough, on Thursday last, a lecture on National Education, which was replete with thought. A point upon which he laid stress and to which he more than once reverted, was that Canada was peculiarly happy in having formed a high ideal of what a national education should be. Education was not here, he asserted, limited to a few, or to a class, but by the co-operation of the State was free to all. Theoretically Canada possessed, he thought, the best educational system in the world, yet it was far from perfect. The Doctor referred to the visit of the British Association, and believed that its members carried away with them a high opinion of our system.

WE have much pleasure in acknowledging the receipt, monthly, of an excellent sixteen-page sheet, entitled, *Musical Items*. The issue for February contains, amongst many other interesting matter, a portion of an essay on Brahms, by Ehlert; critical reviews of songs, song-books, hymn-books, etc.; a long account of the chief musical events which occurred in New York in the preceding month; and home and foreign notes of a varied character, conveying a large amount of musical news in paragraph form. We confess to be much indebted to *Musical Items*.

THE February number of *The American Teacher* (Boston: the New England Publishing Co.) contains some most pithy sentences in the "Editorial Notes" with which it commences its columns. We hesitate to cull from it too largely, for, like an excess of rich food, it may surfeit our

readers, and thus fail to be of benefit; there are a few thoughts, however, which we cannot forbear reproducing:—

The intellect is the power which lies behind action.

Skill to handle the concrete from an appreciation of the abstract is \* \* \* the aim of the aspiring teacher.

Get the pupil to put his heart into his work as far as possible.

Put the scholar at ease in recitation.

Be not impatient because the child does not love his lessons; it is your business to make him love them.

The teacher, above all others in the world, needs to care for her nerves.

Encourage such freedom in thought and expression as shall cultivate individuality.

All men think; some men take pains with their thinking.

Good instruction demands a graduation of teaching to meet varieties in the characteristics of the different branches.

WE have received from Mr. Crockett, who lately succeeded Dr. Rand as Chief Superintendent of Education for New Brunswick his last *Annual Report*. There is much in it which will form the subject of future notes, but the following remarks from the learned superintendent show how practical and objective the method of instruction must be which corresponds with his ideal:—

"Whatever may be the primary aim of education, the subjects embraced in a common school course must be in line with the spirit of the age. The instruction must take cognizance of the influences and tendencies of the times. The pupil who goes to our schools is the child of the nineteenth century. He lives in an age of productive industry and whatever sphere in life he may be destined to fill, his sympathies should be trained in the direction of industrial work and workers. In all stages of his progress he should be taught some industrial knowledge and manual dexterity. His lessons in industrial drawing should do more than acquaint him with many forms; they must give him a facility in reproducing forms not only by the pencil or pen, but by the knife or scissors in cutting them out from paper or cardboard. (Forms may be moulded where practicable.) He must not only be able to bisect lines, angles, lay down plans of houses, &c., but through these exercises acquire facility in manual movements in connection with pencil or pen, scissors or compass, or any other instrument which he uses. In learning his tables of weights and measures he must not only find them out experimentally, but he must acquire a manipulation in filling a gallon or a quart measure from a pint, or in finding the number of feet or yards in a rod, &c. In his arithmetic he must be taught to associate articles of commerce in his neighborhood with his questions, but at fanciful prices but at the market price; he must be taught to frame bills of parcels for himself, and make them out accurately and neatly. His geography should not consist of a list of towns, cities or mountains strung together on his memory like beads on sand, but should chiefly deal with what each country produces and supplies to the rest of the world, and thus exhibit the dependence of all on each, and of each on all. The truths he demonstrates in his geometry should be made applicable, where they are applicable, to the principles underlying industrial tools. Girls should be taught the principles of domestic economy, and trained in the practice of sewing and knitting."