

213 and others. This book is less faulty in this respect than the first, however.

3. The early exercises wander too far from the fundamental harmonies and from natural progressions to be most largely useful in training the musical perceptions. There is an effort to bring in all kinds of progressions, whether they make sense or not.

4. There is here again a great quantity of very dry exercises without any very definite aim. For instance, pages 8, 9, 10, and 11 are filled with short scraps of study, in four kinds of time and a dozen forms of measure. The practical summing up of all this naturally to be looked for, appears on page 12, in one song in common time, "There was a piper had a cow"; and the succeeding pages are padded in the same way with quantities of exercises that lead to nothing in particular.

5. The author tries to raise the wind again by printing his peculiar version of the time-name business under the names of all the one part lessons. This way of using time-name will prove a hindrance rather than a help. The bones of the French inventors would turn in their coffins to hear it.

6. Mother Goose is kept before us again in this book, even to the last year of the Grammar School, see page 205. Our new lights in the world of musical education for children take a good deal of stock in Mother Goose. Many things which are not from that estimable volume of poetry are about on the same level. All those about "My baby in my arms," "Who's been kissing our baby?" "Baby in a cradle," "Sleep, baby, sleep," &c., &c., will be very interesting to the boys doubtless. There are some songs with very appropriate words, but it is singular how large a proportion of these have *only one verse*. "The fount—the fount is dry."

7. The old claim that H. E. Holt *alone* has been able to apply to music "the true educational principle of instruction already known to the best teachers in other directions" is again made in the preface, apparently without a blush. Nothing like cheek. Who-e microscope can find anything in the book to justify such a claim as this?

8. The preface alludes to the fact that questions and answers are wholly omitted. This is a wise omission, if they were to be anything like the statements on page 211; for example, "A sharp raises the note a semi-tone." Look at the note and see it rise when a sharp gets before it.

NOTES AND COMMENTS.

We are pleased to notice that Mr. John Henderson, M.A., for many years past assistant principal of the St. Catharines Collegiate Institute, has been appointed to the position of head master of that popular institution. We congratulate Mr. Henderson upon his appointment, and bespeak for the Institute continued success under his *regime*.

Mr Ruskin's idea of education runs somewhat as follows: Every parish school to have garden, playground, and cultivatable land round it, or belonging to it, spacious enough to employ the scholars in fine weather out-of-doors. Attached to the building a children's library, in which the scholars who care to read may learn that art as deftly as they like by themselves, helping each other without troubling the master; a sufficient laboratory always, in which shall be specimens of all common elements of natural substances, and where simple chemical, optical, and pneumatic experiments may be shown, and, according to the size and importance of the school, attached workshops, many or few but always a carpenter's, and first of those

added in the better schools, a potter's. In the school itself, the things taught will be music, geometry, astronomy, botany, zoology, to all; drawing and history to children who have the gift for either; and, finally, to all children of whatever gift, grade, or age, the laws of honor, the habit of truth, the virtue of humility, and the happiness of love.

C Carlyle says: "If we think of it, all that a university or final highest school can do for us, is still what the first school began doing—teach us to *read*. We learn to read in various languages, in various sciences; we learn the alphabet and letters of all manner of books. But the place where we get knowledge, even theoretic knowledge, is the books themselves. It depends on what we read, after all manners of professors have done their best for us. The true university of these days is a collection of books."

A superintendent should be as vigilant in discovering the *good* work as in detecting the *bad* work of the teacher, and commendation should be wisely given whenever deserved. Just commendation is a duty, as well as just criticism, and frequently the influence of the approving words will be far more useful than words of censure. Reticence, in cases where the reasons of approval or of disapproval are positive, will not tend to inspire teachers with proper confidence in those who oversee and direct. In short, the supervision should be so administered that teachers will feel that *their* interests and those of the pupils and the superintendent are inseparable; yet the fact that the schools were established, and are to be carried on for the benefit of the pupils, should be most prominent in their management.

—N. A. Calkins.

"OUGH."

SOMERVILLE JOURNAL.

The plowboy whistled behind his plough
For his lungs were sound, and he had no cough;
He guided his team with a pliant bough,
And watered it well at the wayside trough.

The toil was hard, for the land was rough—
It lay on the shores of a Scottish lough—
But his well-fed team was stout and tough,
And he plied his bough to flank and hough.

He ploughed all day, and the crow and cough
Flew around his head, though he oft cried shough
But his plough at last struck a hidden sough
With a force that sent the share clear through.

Then the team took fright and ran of with the plow,
With the speed of the wind from the plowboy, though
He shouted "Whoe!" and into a slough
It plunged where the mud was as soft as dough.

The plowboy wept, for the wreck was thorough;
He fled that night from the farm to the borough.

The more a diamond is cut the brighter it sparkles, and in what seems hard dealing God has no end in view but to perfect His people's graces.—Dr Gutrie.