While the fleecy mothers
All at rest were seen.

For a while the Baby
Played and played and played;
Then he sat and rested
In the pleasant shade
Soon a sheep came near him,
Growing very bold,
And this wondrous story
To the Baby told:

Baby's little blanket,
Socks and worsted ball,
Winter cap and mittens,
And his flannels all,
And his pretty afghan
Warm and soft and fine,
Once as wool were growing
On this back of mine!

And the soft bed blankets,
For his cosy sleep,
These were also given
By his friends, the sheep.
Such the wondrous story
That the baby heard:
Did he understand it?
Not a single word!

In answer to questions and in conversations, complete sentences are always required of the pupils, and if they are taught to speak well they will read with expression.

These balls furnish suggestions for number work as:

I have 3 cherries and Jessie gives me 2 more. How many have I?

If there are 4 bluebirds on a tree and one flies away, how many are left?

3 green apples and 2 green apples are how many?

I divide 6 oranges between 2 girls. How many did each receive?

4 purple pansies and I drop one. How many left in my hand.

The primary teacher possesses in this gift "A mine of riches," and as she moves the ball up or down, to or fro, or places it in the tiny hands of the child that make a nest to receive it and transfigures it into a bird she is always opening the door that leads to all knowledge. And when we recall the familiar definition, 'the earth is round as a ball' it would seem as if in the selection of this dainty toy for early educational purposes that Froebel had been inspired."

D.

The Halifax Ladies' College has opened with a larger attendance of students from abroad than ever before.

For the Review

The Twelfth Convention of American Instructors of the Deaf.

This convention was held from the 23rd to the 28th of August in the New York Institution, where, forty years ago, the first one assembled. At that time only about thirty-five delegates were present, representing six schools. At the one recently held nearly four hundred delegates were present from all parts of the United States and Canada, representing over sixty schools. Dr. W. Wilkinson, of the California Institution, was elected president, and J. Scott Hutton, of Halifax, was elected one of the vice-presidents.

Those who were present could not but be impressed with the ability and zeal of those assembled, both deaf and hearing. Though a diversity of methods was represented, yet all were united in purpose, having for their common aim the greatest good for the deaf. Perfect harmony and good feeling prevailed in all the discussions, and each seemed anxious to learn all the experience of others could teach.

A very interesting feature of the convention was the presence of a large number of deaf teachers, who, in themselves, by their papers, and ready and intelligent discussions on subjects, illustrated the value of the methods and the possibilities of deaf mute instruction, and contributed no little to the meetings. Indeed, some of their papers could hardly be improved on by those possessed of all the senses, and cultured under the educational advantages of the age.

In connection with the convention was a normal department in which great interest centered.

Perhaps the most noteworthy feature of the convention was the organization of the oral teachers into a separate section for the consideration of subjects pertaining to them. They also took steps to incorporate an association for the promotion of oral teaching. To this proposed corporation Dr. A. Graham Bell made a gift of $25,000. One of the plans in view is the holding of a summer school for teachers. This is a step that ought to be taken by all teachers of the deaf where it is possible, as no better way could be conceived of spending part of the vacation than in meeting for the better preparation for this work.

It was decided to hold the next convention during the world's fair at or near Chicago. S. H. L.

Chemistry teaches us the important arts of close and accurate observation, and of drawing correct inferences from the facts recognized. If we regard education as intellectual discipline rather than the mere absorption of a number of facts, we shall find some one of the branches of natural and physical science absolutely essential and indispensable. And under most circumstances chemistry will prove the most appropriate subject.