

## HO' REAPERS OF LIFE'S HARVEST!

FOR RECITATION.

(This poem was a favorite with President Garfield. It was a cause of great regret, he said, that he did not know the authorship.)

Ho, reaper's of life's harvest!  
Why stand with rusted blade  
Until the night draws round thee  
And day begins to fade?  
Why stand ye idle, waiting  
For reapers more to come?  
The golden morn is passing,  
Why sit ye idle, dumb?

Thrust in your sharpened sickle,  
And gather in the grain;  
The night is fast approaching,  
And soon will come again  
The Master calls for reapers,  
And shall he call in vain?  
Shall sheaves lie there, ungathered,  
And waste upon the plain?

Mount up the heights of wisdom,  
And crush each error low.  
Keep back no words or knowledge  
That human hearts should know.  
Be faithful to thy mission  
In the service of thy Lord,  
And then a golden chaplet  
Shall be thy just reward.

## REVIEWS.

NOTES OF TALKS ON TEACHING, given by Francis W. Parker. Reported by Lelia E. Patridge. *New York E. L. Kellogg & Co.*, \$1.00. This is a book for teachers and for students of the theory and practice of teaching. It is a sketch—an instantaneous photograph, as it were—of a great living teacher at work teaching teachers. The artist, Miss Lelia F. Patridge, who made the sketch, was both intelligent and sympathetic; the genial, incisive, strong individuality of Col. Parker meets the eye everywhere, not less in the frontispiece than in the brief biography and the subject matter of the many and varied talks. These talks were made to members of the Martha's Vineyard Summer Institute, and extended through five weeks of the summer of 1882. In spite of all that has been published on the subject, they constitute the best, because a comprehensive and authoritative presentation of the methods of the Quincy schools. They derive some intrinsic interest and value from the consideration that, like the Sybilline leaves, these talks at the Summer Institute, are growing less and less, and will cease after the Institute of this summer of 1883. The book opens with a brief introductory sketch of Col. Parker's life and work. Then follow in order, one talk preliminary and general, eight talks on Reading, one on Spelling, three on Writing, one on Composition, three on Number and Arithmetic, four on Geography, and one each on History, Examinations, School Government and Moral Training. These talks do not aim nor assume to prescribe fixed modes for teachers to follow in their work. They say: "No one was ever great by imitation; imitative power never leads up to creative power." "I shall object quite as strongly to your taking the methods which I may present, unquestioned, as I should to your acceptance of others in which I do not believe." They present the art of teaching as the greatest art, demanding, "first, honest, earnest investigation of the truth as found in the learning mind and in the subjects taught, and, second, the courageous application of the truth when found." Col. Parker has had abundant success in investigating mind and subjects of instruction, as the talks clearly show; but his greatness in the art of teaching has shown itself in his "courageous application of

the truth" in spite of opposition from every source. The Colonel is a warrior-teacher, and his battle-cry is "Freedom!"—freedom of the teacher from dust, rust, ruts, ignorance, servile imitation, and slavish submission to dictation, in the business of his school-room. The book is well printed on good paper, bound in English cloth, and has a life-like cut of Col. Parker.

HISTORY OF ENGLAND, by J. F. Bright. New Edition. 3 vols. 8vo. *Rivingtons, London*. A concise and trustworthy text-book, is one of the chief desiderata of the student of English History, we would, therefore, direct the attention of Teachers and Students to a work on this subject, far less known than its merits deserve; namely that of Professor Bright of Oxford. This combines the good points of both systems of historical writing—dividing the study into three great periods, and then grouping together all events having a common result, and by not following the bare chronological order of events, it gives the reader a clearer insight into the period under consideration. Further, unlike so many other historians, it is written without political or sectarian bias, and the aim of the author has obviously been to present a true view of English history, and not merely his own opinions on the subject. We trust this work will soon be one of those appointed as a text-book by the Universities and the Education Department, for the consideration of their respective candidates. While the work will be welcomed by the general reader, it is pre-eminently a work for the student who has to "master" English History—or any period of it—for the examinations. For this purpose, it is, we believe, the best History that has yet been published. Vol. I. *Treats of Mediaeval Monarchy; 440—1485*. Vol. II. *Personal Monarchy; 1485—1688*. Vol. III. *Constitutional Monarchy; 1688—1837*. The vols. may be bought separately.

THEY WERE ALL POOR BOYS.—An exchange culls the following historical facts, which should encourage every young man struggling under discouragements and poverty:

John Adams, second president, was the son of a farmer of very moderate means. The only start he had was a good education.

Andrew Jackson was born in a log hut in North Carolina, and was raised in the pine woods for which the State is famous.

James K. Polk spent the earlier years of his life helping to dig a living out of a farm in North Carolina. He was afterwards clerk in a country store.

Millard Fillmore was the son of a New York farmer, and his home was a very humble one. He learned the business of a clothier.

James Buchanan was born in a small town among the Alleghany mountains. His father cut the logs and built his own house in what was then a wilderness.

Abraham Lincoln was the son of a very poor Kentucky farmer, and lived in a log cabin until he was 21 years of age.

Andrew Johnson was apprenticed to a tailor at the age of ten years by his widowed mother. He was never able to attend school, and picked up all the education he ever got.

General Grant lived the life of a common boy in a common house on the banks of the Ohio river until he was 17 years of age.

James A. Garfield was born in a log cabin. He worked on a farm from the time he was strong enough to use carpenter-tools, when he learned the trade. He afterwards worked on the canal.—*New England Journal of Education*.

MACAULAY'S LITERARY STYLE.—With being blind to its obvious faults, Mr. Morison points out that to some extent those faults may be accounted for by a not unnatural tendency to transfer the diction of oratory to that of literary composition; and he dwells with sufficient, but not so strong, emphasis on the architectonic character of his narrative. "Any one," he says, "who knows by experience how difficult it is to conduct a wide complex narrative with perspicuity and ease, and then observes the success with which Macaulay has conquered the difficulty will be apt to fall into a mute admiration almost too deep for praise. . . . Each side of the story is brought forward in its proper time and place, and leaves the stage when it has served its purpose—that of advancing by one step the main action. Each of these subordinate stories, marked by exquisite finish, leads up to a minor crisis or turn in events, when it joins the chief narrative with a certain *clat* and surprise. The interweaving of these well-nigh endless threads, the clearness with which each is kept visible and distinct, and yet is made to contribute its peculiar effect and color to the whole texture, constitute one of the great feats in literature.