

to Paris. Price in Halifax market fifty to sixty cents per bushel.

The fresh water mussel, so common in many of our larger streams, is a pearl bearer. A 56-grain pearl found in a brook near Sussex, Kings County, New Brunswick, was sold to parties in Philadelphia for \$450. A 25-grain one found at Coldbrook sold for \$150. A 19-grain one found at the same place sold for \$150. At Little New River an 18-grain one was found which sold for \$110. Several other accounts of pearls from Nova Scotia and New Brunswick selling from \$30 to \$100 are given.

But we have no space to proceed further. If our people thought that there might be little fortunes of from \$100 to \$400 held between the valves of a fresh water clam or mussel in the brook or river running near their houses, the natural history of the ignored bivalve would soon become a popular if not a profitable study.

Mr. Ganong is doing good work in putting together in such accessible form what is known of the natural history of our country. His position at present in Harvard gives him access to much information not attainable were he at home. In a previous paper he did good service in collecting and systematizing what was known of our echinodermata.

His present valuable work may be procured in the Bulletin of the Society of Natural History of New Brunswick, which can be had from Barnes & Co., publishers, St. John, for fifty cents. It will shortly be issued bound in cloth, of which we shall give due notice.

ENGLISH GRAMMAR.

How is English grammar taught in our schools, and is it yielding results commensurate with the time and energy expended upon it? Not long since, says Prof. Ladd, in the *Journal of Pedagogy*, an educated man made the attempt to assist his son in the preparation of the daily lesson in English grammar. For some time the boy, who was twelve years of age, and nearly ready for the high school, had been settling into a condition of despair over this particular study. Meanwhile the boy's use of the English language had been, under the influence of the public school, steadily deteriorating. After rummaging a big text-book for more than an hour, the father succeeded in discovering among the so-called "exceptions" what he considered the probably correct answers to most of the questions composing the lesson of the following day. These questions were afterward taken to a distinguished scholar, a student and teacher of language and philology. He could

not answer them in any terms which would have satisfied the teacher of the boy or the author of the text-book on grammar. They were then shown to the very highest authority on such subjects to be found in this country, to a gentleman whose attainments in the science of language are celebrated by the world of scholars. His answer to these questions was a strain of unmixed invective against teacher, text-book, and school system which could tolerate such wasteful folly in instruction.

THOSE GERMANS.

The Twenty-eighth Congress of German teachers was held at Augsburg. Here are the subjects discussed: 1. Modern Education. 2. The Urgency of an Orthographical Reform for the German Language. 3. School Reform. 4. Should Manual Training figure in the Programme of Primary Schools? 5. What can the School do to Advance the Solution of the Social Problem? 6. What Extension Should the Popular School Assume in Germany.—*L'Enseignement Primaire*.

We can understand reasons for such subjects being on the programme with, perhaps, the exception of No. 2. German orthography might be nearly called perfect when compared with the partly phonetic, partly hieroglyphic combinations of English letters. Yet on April 1, 1880, by ministerial decree, certain changes proposed by the "Society for Simplified German," such as the omission of silent *h* after *t*, writing single letters for double ones in certain words, using *f* for *ph*, etc., were made obligatory in text-books for the elementary schools of Prussia, and from April 1, 1885, in the secondary schools also. Most of the other German states, as well as the Austrian government, adopted the same rules. What more can they want, unless it is to discard their eye-torturing alphabet for the Roman?

"THE school of the future must do more than we have done hitherto in the direction of mental development—must furnish better training for the hand and for the senses; must do more for the cultivation of taste and the love of the beautiful; must kindle in children a stronger appetite for reading and personal cultivation; and at the same time bring them into a closer contact with the facts of life, and with the world of realities as well as the world of books. And the public will look to you, and to such as you, to fulfil this ideal. There are many grave problems in education which remain unsolved, and which yet await speedy solution, and the answers will depend largely on the degree in which the experience and judgment of our ablest teachers are brought to bear upon them. We are yet only at the beginnings of a true science of education. Many of the deepest principles and laws of that science have yet to be discovered. It is in the laboratory of the schoolroom, and in a closer study of child-nature by teachers, that the most fruitful discoveries will be made."—*Dr. Fitch*.