

subject can be made to wear a newer and fresher aspect. Besides fixing geographical facts in the minds of the pupils and lifting them from the dust of dry details into an atmosphere of freshness and reality, it will be found useful in two other directions, equally important. They will be obliged to use their own language, thus cultivating their powers in that direction, and enabling the teacher to give essential aid on much neglected points. You will also be able to cultivate a literary taste, by using such standard works as Scott's beautiful descriptions, Bayard Taylor's travels, and inspire in the minds of your pupils a taste for instructive reading, and a liberal and comprehensive knowledge of the countries of the earth.—*Connecticut School Journal*.

—Shallow scholarship is the bane of this country. We do everything in a hurry, and scarcely make the time to do anything well. Nowhere is this evil greater than in our schools. We hurry our pupils through their books, through their studies, through their classes, through the schools, and into this fast life we are living. We skim the surface of knowledge, but few of us ever dive beneath it. There is not one school in ten in which there are not many children advanced beyond their strength. They are studying more branches than they can master, studying lessons too long for them to learn thoroughly.

Teachers make your lessons short. If so, you will have them well learned. Your pupils will come to the recitation in cheerful spirits. They will recite well. They will go from it determined to master the next lesson. They will be eager to learn any fresh matter you may add to that contained in the text-book. They will grow intellectually day by day. If, on the contrary, you *must* hurry them through the book by giving long lessons, you will have poor, dragging recitations; your pupils will soon lose their heart and health; their zest for study will leave them, and their mental stomachs will refuse to digest the food you cram into them.—*Pennsylvania School Journal*.

—A very good substitute for a ventilator is the following. Fit a narrow board into the window frame beneath the lower window sash so as to raise it about two inches. Let the joints be tight so that no air can come in at any point. There will be a space,

however, left between the upper and lower sashes where the atmosphere can enter without producing currents to inconvenience persons sitting near the window, as the draft will be toward the ceiling. If windows on the opposite sides of the school-room be arranged in this way, a much more satisfactory ventilation will be effected in cold weather than by lowering the upper sash, as is usually done.

—It is curious to notice the difference of condition of the "human flowers," as Froebel loves to call them, in the different schools already in progress in Boston. Miss Garland has under her care the hot-house blossoms—the delicate little fairies who are brought to her by their maids or their coachmen, and who are clad in purple and fine linen. The public kindergarten contains good, hardy, native flowers, corresponding with those which grow out of doors in our gardens, fed by wholesome rain and sun and dew. And the two kindergartens which the North-End Mission has just added to its already noble work, are they not full of weeds—poor, little, vagabonds, wayside thistles? Miss Garland says her great difficulty is to interest her pampered little ones—used to French dolls and unlimited bon-bons—in the simple pleasures of the kindergarten. They are accustomed to so much luxury at home that the pictures and flowers and little ornaments which would be a vision of impossible loveliness to some poverty-stricken child, seems to them, at first, trivial and of small account. But, as soon as their intellects are fully awakened, as soon as they have tasted the pleasures of observation and invention, she has no more trouble. Yet she half seemed to envy the teachers of children who were not the curled darlings of fortune. "It would be so lovely," she said, "to give them their first glimpses of beauty and order—to open to them the doors of a new world." As to the mission schools, one of them is taught by a Roman Catholic, the other by a Protestant; so that for little wayfarers or either faith there is congenial welcome.

One can not go to a kindergarten without becoming enthusiastic about the system. You see these little creatures, so quick, so observant, so inventive, and, above all, so bright and so happy. "How do you punish them?" I asked. "For, of course, being human children, they are naughty some-