

the restless eyes, and in the whole air of eager, unsatisfied longing to try his own powers, to handle things, feel them, turn them over and over, and learn the qualities of matter in the only way possible at that early age. As the senses are left untrained they act feebly and intermittently, instead of transmitting clear and distinct and pleasurable perceptions to the impressionable brain centres, there to be stored up, as the raw material of thought and feeling, for further development. The little victim of misplaced care and blind caution, when his helplessness no longer wins indulgence, is often treated with harshness for the exhibition of the very qualities which might naturally be supposed to spring from the early lack of training, which has practically left him in a primitive condition—that of savagery.

The child, a perfect nuisance at home, as soon as possible is relegated to the school. If it is a kindergarten department, he is probably soon a happy, well-behaved child, for his exuberant life finds expression in finger and movement plays, marching, singing, dramatic representations of the life around him, and in work at the tables adapted to his inclination and ability. But, alas! it is not always thus; sometimes a primary school, under a stern martinet who knows nothing of the "new education" and its genial methods, is his fate. He is stretched upon the Procrustean bed of scholastic drill, which never becomes less irksome. His attention is not on his work, because it is not suited to his stage of mental growth, for the untrained creature is still a savage in his instincts, and therefore hates application—systematic habits. The teacher, in these over-crowded schools, is seldom able, even if willing, to give him the special care that his case demands. If of lymphatic temperament, slow and easy going, he is voted lazy, stupid and incapable of learning, and unless egged on to mischief by brighter children, who find him an easy prey, and then leave him in the lurch to bear the brunt of the teacher's wrath, he is usually left to get along with his tasks as best he may. This style of child often swells the ranks of pauperism, and smart criminals sometimes find him a useful tool. But nature, fond of startling surprises, sometimes humbles our shallow judgments by bringing out from the dunce's seat an Isaac Barrow or a Newton, to incite educators to caution and diligence in their treatment of instincts of the young child.

It is in its training of the child's self-activity, by its beautiful variety of method, suited to every grade of intelligence, from the tenderest age of infancy, through the family and the kindergarten, and through succeeding primary grades of the school, as in the admirable schools of St. Louis, that Froebel has shewn himself a pedagogic genius.

How much longer shall this waste of human energy go on, and our little ones be stunted, mentally and morally, because the divinely-implemented instinct of self-activity, instead of being fostered and directed by parents and teachers, is distinctly ignored in education?

CATH. M. CONDON.

To those in need of a good map of the Maritime Provinces of Canada, that published by A. & W. MacKinlay, Halifax, can be recommended with confidence. It is large enough to allow all geographical features of importance to be marked, and these are indicated with a correctness and clearness of outline that makes the looking up of places a pleasure. In detail nothing seems to have been left to chance, or the possibility of errors being repeated from older maps. It has been carefully revised from the data furnished by recent surveys, so that it seems to be everything that can be desired in regard to fulness and accuracy. Such a map seems to be a necessity in every school-room and office in the Maritime Provinces, and its beauty of coloring and finish, apart from its usefulness, would make it a very fitting ornament. For the convenience of travellers it is also put up in a convenient book form.

Specimens from United States Literature for Children.

The Great Round World, a weekly published in New York for children and supplementary reading in schools, for the purpose of keeping the children posted in the contemporary politics and history of the world from week to week, has come to parties in these Provinces, asking for their patronage. Here is a paragraph from No. 1:

"The war in Cuba is very much like our own War of the Revolution. We fought the English because they taxed us, oppressed us, took the profit of our labors from us, and governed us through foreigners sent out from the mother country, who cared nothing about us.

"It is just the same in Cuba. The Spaniards are treating the Cubans just as the English treated us, and they are fighting to be free, just as we did."

"The Spaniards are such story-tellers, and I have no patience with people who don't tell the truth."

"Making one of those quick marches for which he (Maceo) is famous, he suddenly appeared in front of a little town on the Trocha, miles away from the spot where he was expected. Then there was skirmishing and confusion. The Spaniards ran hither and thither like frightened hens, doing their best to defend the town, which they felt sure Maceo was going to take. With every appearance of falling upon the town, Maceo swept