

Ratke, Basedow, Campe, Salzmänn, Pestalozzi, Jacotot, Bell Lancaster, Rosseau, Locke, etc.

We venture to suggest Hopkins' *Outline Study of Man* as the most simple introduction to psychology we have seen. Its popular style, clear arrangement, and thoroughly elementary character supply an excellent introduction to the science for those who wish to make a beginning. We also hazard another suggestion, that the biographies of educational reformers and practical illustrations of methods with classes of pupils might very profitably form a leading feature of the work at our Teachers' Conventions. With less crowded programmes more time could be given to really practical work of this kind.

The American edition of McLellan's Algebra will shortly be issued, under the editorial care of one of the most popular mathematical writers of school text-books. It is satisfactory to see our cousins adopting the works of a Canadian scholar. Less comfortable, however, is the reflection that they have borrowed several of our distinguished thinkers, and may do so again. They are welcome to our books, but we cannot lend them any more men.

Ten years after its general adoption in Ontario, the Unitary Method is being insisted on by the educational authorities of England as compulsory. The English move slowly however, for we observe that in everyone of our best English exchanges, and even in special mathematical publications, the solutions of problems in percentage, interest, discount, etc., are all clumsily wrought out by proportion.

#### MINISTER vs. SUPERINTENDENT.

We notice that many conventions are discussing this question, but as yet it is impossible to give any decision as to the direction of professional opinion. It will do no harm to have the various advantages and disadvantages of each system thoroughly ventilated. Perhaps in this way some amendments may be suggested of great practical value. Surely some good will accrue by concentrating so much experience and thought on a single question. If no other benefit follows the teachers themselves will derive profit from the debate, especially if it is spirited and well conducted. Stagnation is death; better have Thor with sledge-hammer and thunder, than hold our conversations in the sleepy atmosphere of weary common-place where it is always afternoon. Even a little educational heresy is preferable to droning orthodoxy, dumb aimlessness, and snoring vacuity.

#### CURRENT OPINION.

A speaker at one of the Chautauqua gatherings suggested that the study of literature begin in the third year of the school course and be systematically pursued. It might be as follows: "Let the third be the Whittier year; the fourth, Longfellow; the fifth, Irving and Bryant; the sixth, Tennyson and Dickens; the seventh, historical; the eighth, patriotic; while in the High School, the earlier English writers, with Milton and Shakespeare." He would have the course pursued under a syllabus prepared by the superintendent and school board, and examinations regularly given. Worthy of thought.—*Journal of Education*.

A committee of the St. Louis School Board has recommended that the principle which underlies the Kindergarten system be extended to all the primary schools of that city with a view to eventually modifying the whole plan of public instruction. St. Louis has had a more extensive experience of the Kindergarten system than any other city in America, and this practical testimony to its value will go far towards inducing other localities to take it up in earnest. The experiment is now in progress in Toronto, and if it succeeds, as we have no doubt it will do, this city will be in the vanguard of the movement to afford what the St. Louis *Globe-Democrat* calls "a real science" of teaching a foothold against educational dogma.—*Globe*.

No one can be more averse to what has been well called "hot-house education" than ourselves; but, at the same time, no one can be more alive to the fact that home lessons are virtually a *sine qua non* to good results from school work. Of course, there must be a limit to work done out of school hours, just as there must be to the regular school work; but in all good foundations, and in all classes of life, the former is, and always should be, supplemented by the latter. "Reasonable home lessons" only are advocated by the department, and it is quite clear that admission cannot be refused to any child whose parents refuse to allow him to do a really reasonable amount of home work.—*Educational Times*.

The subject of railroad geography does not receive the attention it deserves in schools. After the physical and the ordinary geography of our country is known, there should be a thorough training, from the railroad maps that can be easily procured at any general ticket office on the great routes of railway, steamship, canal, and coastwise travel. American civilization is now deepening all its channels along these great routes of intercourse. The leading commercial towns, even the educational centres, are found on these lines; and a school boy ignorant of this feature of American progress is all afloat in his practical estimate of home geography.—*Journal of Education*.

It is not so much overwork that is killing us as under exercise. The fatal routine of the ordinary minister's (and teacher's) life, and its lack of novelty and stimulus, lull his activities into benumbing sleep. No, it is not work that hurts; for we can work as long as the day lasts, if indigestion and rheumatism, the two enemies of all Americans, will only let us alone. To be teased and fretted by pain, to be compelled to write when the neuralgia has twisted your brain out of shape or taken it away altogether—well, under such circumstances, life becomes a heavy burden. In nine cases out of ten it is nothing more than a disgruntled muscle or nerve that stands in your way.—*Dr. G. H. Hepworth, in Independent*.

VENTILATION.—On this subject Dr. Russell, in *The Glasgow Health Lectures*, pertinently says: "Minimize as we may the progressive contamination of an inclosed inhabited space, the contamination is still progressive, and, without renewal of the air, in a few hours you will reach the boundary beyond which lies impaired health. All through the day, remember to have a small chink open at the tops of your windows; or, better still, raise the lower sash, close the opening beneath with a piece of wood fitting closely, and so the air will enter at the junction of the sashes, and pass upward without draught. The secret of ventilation without draught is a *little and constantly*. The mere fact of living in a close atmosphere begets a shivery, susceptible condition of the body, which is intolerant of the slightest sensation of chill. If you accustom yourself and your children to fresh air, you become robust, your lungs play freely, the vital heat is sustained, and even a draught becomes exhilarating."