

rendered as valuable as possible to the beginner it must be by cultivating in him habits of correct observation, and by furnishing him with a store of facts which will be useful to him in the generalizations of the more advanced study of the subject. To accomplish a part of this work is all that we can hope to do in our High schools. If this be admitted then our High School Zoology contains material which is not only unnecessary, but which will, unless carefully managed, dissipate the energies of the student. The unnecessary material to which I refer may be placed under two heads. In the matter of classification the introduction of animals not native and the discussion of remains of extinct forms are, in my opinion, unsuitable to a text-book such as our High School Zoology ought to be. The distribution of animals on the globe might be profitably postponed until the student has made further progress than he can hope to make in the short time allowed for the subject in our High School course.

The objection has also been urged that technical terms have been given too great a prominence in this work. For my own part I cannot say that I altogether agree with this objection. The technical terms belong to the subject and, so far as I can see, may as well be introduced at once, or as soon as the necessity for their use arises. They must be learned sometime, and I know no valid reason why other names should be learned first.

In a short paper such as it has been my duty to prepare I cannot give as full a review of the works in hand as might otherwise be done, nor is it possible to point out how best the defects I have indicated may be removed. More time would be required than is at my disposal to enter into a more detailed discussion of the subject I have in hand, but yet I trust that what I have said may be the opening of an interesting discussion. In the preparation of this paper I was engaged in the performance of a duty that was scarcely in accordance with my tastes. I should have preferred it had some one more capable been entrusted with so important and delicate a task.

Before closing I should like to say with regard to the gentlemen whose works I have had the honor of reviewing, that we all owe them a debt of gratitude for having placed at our disposal the products of their ripe scholarship and the fruits of their years of experience in the noble profession which they adorn.

Primary Department.

NOVELTY MAPS.

RHODA LEE.

SOME time ago we discussed the subject of primary geography, referring to preparatory objective talks, direction and structural geography, and it is not my intention at present to say anything further on these topics. I wish merely to mention some expedients that have lately come under my notice, namely, *novelty maps*.

Some one writing on an educational subject lately remarked that "in the multiplicity of duties and the endeavor to instruct in the three R's, one has neither time nor opportunity for originality." Sometimes it is not what we believe, but what we wish to believe that we act on, and it is quite possible for those who do not wish to devise new plans and methods to persuade themselves that they "really have not the time."

Others find time for a good deal of originality. We all have the same amount of time. The question is how much we can get into it.

Would that we realized more fully the possibilities of school life. How much we *might* do. How often we become discouraged and think that our efforts are lost, that even though the tree has blossomed slightly there will be no fruit in the autumn.

We are worrying ourselves and the children in our care when we allow such thoughts to creep into our minds. Let us close the door when such seek entrance, and looking at the present, say: We have little or nothing to do with results, we will simply do all that we can in the best way we can, in the time we have, and leave the rest to the Great Teacher.

But I have wandered far from my subject of

novelty maps, and will betake myself to the track once more.

The first of these attractive constructions was a representation of the earth divided into zones or belts. The frigid zones were of white glazed paper, the temperate green and the torrid red.

In the Frigid Zones were pasted pictures of the animals, fish and birds inhabiting that part of the world. Likewise in the Temperate and Torrid Zones were seen the creatures belonging to those parts.

Another chart of the same kind was based on plant life, and had pictures in the different zones of fruit, flowers and trees found in those regions.

The pictures were partly collected by the children, and were a great source of pride and interest.

One other map which attracted my attention was a large outline of North America drawn by pupils in the class, and measuring about five feet by seven.

On this were pasted little pieces of the products and manufactures of the different places.

Where the articles themselves could not be procured, pictures were substituted.

In British Columbia and California we observed several kinds of minerals; in the Southern States, cotton, tobacco and sugar-cane; in Ontario, lumber, grain, etc. Little bottles of oil indicated petroleum wells, while furs of all kinds were widespread over the Hudson Bay and North-West Territories.

Another new feature displayed was in making the cities square or oblong instead of circular, as in bondage to an old custom we have been doing for so many years.

Maps were also made of clay and putty in relief, showing slopes and mountain ranges, while some ingenious youth had carved out one of wood. Some optimistic writer states that "one can find anything one looks for," and no doubt if we desire novelty and variety in Geography as well as other subjects, to impress and interest our scholars, we shall find it, provided we seek earnestly and thoughtfully.

In teaching the outline of a continent or country I prefer to use sheets of stout Manilla paper and lead-pencil. They can be drawn a little at a time and put away and preserved, while if slates or practice books be used they will probably be defaced.

Before leaving the subject of maps let me advise great care and precision in drawing. A little at a time and that done well. Have one coast perfected before beginning another. Preserve the interest by frequent talks, gathering up all the information you can regarding the part studied.

Ruskin, in talking to young artists on the cultivation of patience—and his words seem to me to be specially applicable to map-drawing—says, "Hurry is not haste, but economy and rightness is."

BEAUTY IN THE SCHOOLROOM.

RHODA LEE.

"STILL through our paltry stir and strife
Glow down our wished ideal,
And *longing* moulds in clay what life
Carves in the marble real."

ONE clear duty of the teacher is by constant reading and study of educational matter to gain new thoughts and higher ideals of her work. We never expect to attain our ideal no matter how much at times our "longings" may persuade and tempt us to think so. Let it be ever ascending; as we rise let it rise.

Stand on your guard against the "content with merely living" that will hold you down and questioning yourself as to the height you have reached, analyze your aim or object and your methods of gaining it.

Is our object to make our pupils strong—bodily, mentally and morally; to give them power to seek and find for themselves?

Are we in our discipline striving to form the self-governing being, pure in heart and mind and strong in purpose and control? We are forming characters of some kind. Are they, or are they not, of a beautiful nature? We must make our schoolroom beautiful. How? Emerson says, "Though we search the whole world over to find the beautiful, we must carry it with us or we find it not."

Thus our schoolrooms *may* be beautiful and with so many hearts to carry the beauty it surely must be fair.

Happy is the sympathetic, tactful, wise teacher who can call forth from the heartstrings in her care the sweetest harmony and purest tone. But before speaking of the inward beauty let me say a word about the outward, which must unconsciously exercise a refining, purifying influence on most of the children in our schools, and which necessarily contributes towards the growth of that inward beauty of character to which we aspire.

We receive in all enlightened localities great encouragement to make our school-rooms attractive, and an earnest teacher will stint neither time, labor nor money to do this.

We have always some in our classes who come from homes that are bare and comfortless but who can, I may confidently say, be taught incidentally to love and appreciate all that is tasty and beautiful in the decorations of the room and the cleanliness and daintiness of all that pertains to it.

These less-favored ones have to be aroused, to have stirred in them that love of beauty that lies dormant, and as surely as the common little dandelion opens to the influence of the sun, so will these little hearts and minds bud and beautify, even though they may be outshone by the daintier, more graceful blossoms around them.

The development of the love for beauty may be reached in numberless ways and the light thus gained, reflected on the character, must brighten and glorify it. By personal examples of kindness, thoughtfulness, gentleness, unselfishness and all that goes to make up the fine-grained soul that is careful and gentle in contact with everyone.

By stories and biographies of noble, grand characters; by pictures; and best of all by drawing attention to, and studying the beauties of nature.

Have delightful little talks on the snow as you see it from the windows falling softly down to enfold mother earth. Examine the plants and flowers and lose no opportunity of drawing attention to beauty in any form.

In the discipline of little children it seems to me that showing the ugliness of wrong-doing and the beauty of right, is a much more effective mode of correction than many stricter and harsher methods in use. With some children this would be sufficient, but not of course with all.

To give an instance: A class has been left with work while their teacher was called from the room. On returning she finds one or two playing. They had been trusted and the confidence was misplaced. Now a little serious kind talk, showing the beauty and manliness of a boy who is honorable and trustworthy, and revealing something of the offensiveness and ugliness of an untrustworthy character, will go far towards instilling a spirit of honesty and inspiring the whole class to more careful watchfulness when left on their "honor."

"Sow an act and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny."

OUR BIRD LESSON.

ARNOLD ALCOTT.

OUR chief aim in a development lesson should be to strengthen the powers of our pupils in *gaining* knowledge. For this reason we introduce, in the early stages, objects which are clearly defined in form, in color, in size, in shape, etc. We appeal to the perceptive powers, clearly, by presenting *definite* percepts. Again, we wish to employ the sense of hearing, and we have different kinds of sounds produced, and so on; if we wish to develop the sense of taste we get our pupils to use that particular sense. Whatever be the particular sense we wish to develop we do so by getting our pupils to *use* it.

But whilst engaged in developing the powers of observation we should also remember that the *reflective* powers, the powers of comparing, of judging and of reasoning need to be trained.

Of course, the problems presented to the minds of the little ones should be carefully adapted to their particular grades of understanding.

In these reflective exercises we specially want to enable our pupils to make practical applications of the knowledge which they already have. In short, we want to get them to properly *use* knowledge.

This March of ours, "the boisterous month,"