

Just ahead of her she saw a little girl drop a cent. Maud ran and picked it up.

Write what you think Maud did with it.

Herbert and Fred were snow-balling with their play-mates after school. Fred tried to hit a post, but the snow-ball went through a bay window instead.

Now, what do you think he did about it?

Mary had the mumps, and had to stay home from school a week. While she was sick, Jennie picked a bunch of violets and carried it to her.

What do you think Mary thought when she saw Jennie come in with the flowers?

Mabel did not know how to do one example in arithmetic, and Alice had a perfect slate. By turning her head a little, Mabel could see Alice's slate.

What do you think she did?—*Primary Education.*

A Primary History Lesson.

The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily by telling them the story of Ulysses, to which she joined on, in some way that I did not quite understand, the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind—that is, which excite the imagination and yet have a sort of historical foundation, and bear historical names—are the only basis you can lay for history-teaching in the case of such young children. "Better," I enquired, "than even the history of the Fatherland?" "Yes," she replied, "the history of the Fatherland is too difficult." I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut-and-dried judgment (conveyed only in single epithets) of persons about whom the children knew no facts which could warrant the judgment.

I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history by means of striking stories, told as stories, with the addition of pictures, which would make the interest more varied,—*Joseph Payne, visit to German schools.*

A Scholar's Busy Life.

At seven, John Fiske, author of the History of the United States, was reading Caesar, and had read Rollin, Josephus, and Goldsmith's Greece. Before he was eight he had read the whole of Shakespeare, and a good deal of Milton, Bunyan, and Pope. He began Greek at nine. By eleven he had read Gibbon, Robertson, and Prescott, and most of Froissart, and at the same age wrote from memory a chronological table from B. C. 1000 to A. D. 1820, filling a quarto blank book of sixty pages. At twelve he had read most of the *Collectanea Græca Majora*, by the aid of a Greek-Latin dictionary, and the next year had read the whole of Virgil, Horace, Tacitus, Sallust, and Suetonius, and much of Livy, Cicero, Ovid, Catullus, and Juvenal. At the same time he had gone through Euclid, plane and spherical trigonometry, surveying and navigation, and analytical geometry, and was well on into the differential calculus. At fifteen he could read Plato and Herodotus at sight, and was beginning German. Within the next year he was keeping his diary in Spanish, and was reading French, Italian and Portuguese. He began Hebrew at seventeen, and took up Sanskrit the next year. Meanwhile this omnivorous reader was delving in science, getting his knowledge from books and not from the laboratory or the field. He averaged twelve hours' study daily, twelve months in the year, before he was sixteen, and afterward nearly fifteen hours daily, working with persistent energy; yet he maintained the most robust health, and entered with enthusiasm into out of door life.—*From a biographical sketch of John Fiske published by Houghton, Mifflin & Co., Boston.*

From returns sent in to the Secretary it appears that in the public schools of the United States the pupils, teachers and expenditure were as follows in the four years named:

	Pupils enrolled.	Teachers.	Expenditure.
1889-90.....	12,722,581	363,922	\$140,506,715
1890-91.....	13,048,282	368,385	148,738,251
1891-92.....	13,203,786	373,204	155,982,942
1892-93.....	13,442,008	380,618	163,359,016

It is interesting to note that in the four years named the number of male teachers has decreased year by year from 125,525 in 1890 to 121,717 in 1893, while the number of female teachers has increased from 238,397 to 258,901.

A man found a ten dollar bill. He paid the grocer and took a receipt. The grocer paid the real estate agent the money for rent. The agent paid the ten dollars to the man who owned the property who happened to be the man who lost the bill. He deposited the bill in the bank and it was returned to him as a counterfeit. Was there anything lost or made by anybody in this series of transactions?