

Book Notices, etc.

MacMillan's History Readers.

No. VII of this excellent series deals with the House of Hanover, and contains biographies of leading statesmen and men of letters, notices of the chief legislative acts, and chapters upon the growth of the colonial empire. It covers the period from 1714 to 1893. It is intended as a reading book for standard VII in the English schools, but would serve well for supplementary reading for advanced classes in Canadian schools. It contains good portraits of prominent men of the period.

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*Westward Ho! or The Voyages and Adventures of Sir Amyas Leigh, Knight of Burrough, in the County of Devon, in the Reign of Her Most Glorious Majesty Queen Elizabeth,* by Charles Kingsley. London, MacMillan & Co., and New York; 1893.

Few names stand higher in the list of authors whose works have become classics for children than that of Rev. Charles Kingsley. His "Westward Ho!" has so wide a reputation that we need scarcely do more than inform our readers that a cheap, yet neat and serviceable edition of it, abridged for schools, has now been put on the Canadian market by Copp, Clark Co., of Toronto. For supplemental reading this is admirable. Price, cloth, \$1.25.

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The Hoosier School-Master.

A copy of this celebrated story reaches our table from the Methodist Book and Publishing House, Toronto, who have just issued a special Canadian edition. The handsome binding and the numerous illustrations of the book at once commend it to the eye, but its great charm lies in its mingling of humor and pathos, the quaint dialect, the brilliant character sketches, the indispensable romance with which Mr. Eggleston has invested the story of Ralph Hartsook's adventures in teaching "the young idea how to shoot" in "Flat Creek deestrick" of the Hoosier State some forty years ago. Perhaps the greatest strength of the story lies in its character sketches. "Old Jack Means," the school trustee, greeting the young teacher with the comforting assurance: "Ef you think you can trust your hide in Flat Crick school-house, I han't got no 'bjection. But ef you get licked, don't come on us. Flat Crick don't pay no 'nsurance, you bet." Mr. Means' young hopefuls, Bud, Bill, and Mirandy, are droll characters. Pete Jones, the exponent of the art of education by the rod—"lay it on good, is what I says to the master, lay it on good. Lickin' and larnin' goes together. No lickin' no larnin', says I." Poor little "Shocky," whose picture brightens the front cover of the book, is one of the sweetest children in all literature. The sketches of the "village Squire" and the "Hard-Shell Preacher," are also rich. A fine piece of narrative prose is the chapter describing the "Spelling Bee." The book may be had in paper or cloth covers of the local booksellers. The Canadian publishers have laid the public under tribute by providing so cheap and attractive an edition of this famous story. Cloth, 90 cents; paper, 50 cents.

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*A Standard Dictionary of the English Language upon Original Plans,* designed to give, in complete accurate statement, in the light of the most recent advances in knowledge, and in the readiest form of popular use, the meaning, orthography, pronunciation, and etymology of all the Words and the idiomatic Phrases in the Speech and Literature of the English speaking People. Prepared by more than Two Hundred Specialists and other scholars under the supervision of Isaac K. Funk, D.D., Editor-in-Chief, Francis A. March, LL.D., Consulting Editor, Daniel S. Gregory, Managing Editor. New York: Funk and Wagnalls Company.

It is nearly four years since work on this dictionary, of which the first volume is now given to the public, was begun. The publishers tell us that there have been engaged in its production 247 office editors and specialists and 500 readers for quotations, while some hundreds of other men and women have rendered effective service in various ways in the defining of words and classes of work. Up to the time of issuing

the first volume nearly half a million dollars had been expended, and it is expected that by the time the work is finished it will have cost the publishers a round million. The knowledge that such a work was being undertaken on so gigantic a scale has naturally caused the dictionary to be anticipated with considerable interest. So far as can be determined by a cursory examination, as well as from the strong testimony of many of the foremost scholars who have examined it, this work will amply fulfil the largest expectations that may have been formed respecting it. Its vocabulary is remarkably full and complete, as may be seen by the following comparison. Under the letter A, Johnson's dictionary gives 2,886 words and phrases; Worcester, 6,983; Stormonth, 4,692; Webster (International), 8,358; Century Dictionary, 15,621, while the Standard Dictionary gives 19,736. The full number of words and terms in these dictionaries for the entire alphabet is as follows: Johnson, 45,000; Stormonth, 50,000; Worcester, 105,000; Webster (International), 125,000; Century (six volumes complete), 225,000; the Standard nearly 300,000. In the definitions the plan has been adopted of giving the ordinary meaning first. The order of usage is given preference over the historical order, while obsolete and obsolescent meanings and the etymology are given last. The places of quotations, used to verify or illustrate the meaning of words, have also been so indicated that they can easily be found. A very valuable feature of the work is the system of grouping applied to the names of fruit, flowers, coins, weights and measures, by this means securing a fuller statement of facts concerning these classes of words. Thus, under *constellation*, we find given the names and locations of all the constellations, and under *apple* are given the names, qualities and habitat of over three hundred varieties. Under the word *coin* a table is given of the principal current or obsolete coins of the world, with their approximate values. Then under the word *degree*, we find a list of the degrees conferred by educational institutions all over the world. In the matter of spelling, the tendency of the times toward simpler forms has been recognized, but changes in this matter have been introduced with care and a conservative position maintained. These are some of the features of the work which are obvious on the most cursory examination. As we intend to submit the volume to the test of actual use, in study and office work, as well as to a more critical examination by our English Department, our review proper will appear a few weeks later.

School-Room Methods.

CHARTS AND THEIR USES.

BY H. B. ADSHEAD, MILLBRIDGE.

It is necessary for a carpenter to have an axe-handle. He either buys one, or if he is a "handy" man, he makes one, often not of as nice a finish as the one bought, but having the advantage of being better suited to his own individual requirements.

It would be a waste of time if the carpenter had to make a new axe-handle whenever he wished to use his axe. *He takes care of his labor.*

Teachers, like carpenters, must have tools wherewith to work. Some they must buy, but others, like the carpenter's axe-handle, are better made by the teacher, even if not of so nice a finish, yet better meeting the requirements peculiar to her or his methods, which requirements distinguish her or him from all other teachers.

But the teacher often, unlike the carpenter, does not take care of his labor. What teacher among us has not felt that if he or she only had some question or questions, given some time since, which were adapted to the case in hand, what an amount of labor, mental and physical, would be saved? *Charts are labor-saving devices.*

MATERIALS.

The materials needed to make good serviceable charts are, some light yellow wrapping or manilla paper, about 3 x 4 and as heavy as can be obtained, old broom handles or common

laths, some glue, a stick of graphite (such as cullers use in marking timber), which can be got at any stationer's, and a little enthusiasm, which will be found as you saw the broom handle, glue on the paper, and hang up the chart.

CHART NO. 1.

Paper 1.—(Primary Arithmetic 1 to 10) contains number pictures:

. . . . .  
 . . . . .  
 . . . . .

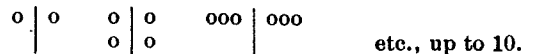
Each dot is about an inch in diameter.

On the other side of the paper all plus and minus questions in dots.  $-. = ?$   $+. = ?$   $:- = ?$  etc., until number 10 has been reached.

These same number stories are to be told by the child in drawing, not only dots, but all such pictures as he can draw or will attempt to draw; for example, leaves, boxes, hats, fishes, cups, etc., and read aloud in class.

Paper 2.—On same roller (to be used after the facts have been taught by objects).

The teacher will draw 2 apples, 4 apples, 6 apples, with a vertical line through, as indicated by the circles:



This may be used as a rapid drill on the half of 2, 4, 6, 8 and 10. These stories to be told, using other names as before.

On the other side of this paper the halves of the odd numbers beginning at 1 may be thus expressed and similarly dealt with.

Paper 3.—Contains picture problems drawn in apples, etc., to be solved as seat work or drill in class:

$1\frac{1}{2}$  apples +  $1\frac{1}{2}$  apples = ?  
 $2\frac{1}{2}$  " +  $2\frac{1}{2}$  " = ?  
 $3\frac{1}{2}$  " +  $1\frac{1}{2}$  " = ?  
 $4$  " -  $1\frac{1}{2}$  " = ? etc.

On the other side the teacher draws at the top of the paper 6 apples. Below the 6 apples are drawn 3 apples in a group, and a cent near them. Around the apples and the cent a circle is drawn. The problem reads: If 3 apples cost one cent what will 6 apples cost? The problem is to be solved in pictures and given orally, which constitutes a good language lesson. Similar problems may be given on other numbers.

CHART NO. 2.

After figures have been taught, one side of a paper may be taken up with plus and minus problems, for rapid class or seat work. For example, 1st no higher than 6:  $-f. 4+2-3+2+1-4+2-3+5 = ?$  Second paper has problems to 7, next to 8, etc., each paper holding 20 or more questions. The letter f. before the question is the teacher's private mark indicating the answer.

The writer has found it of great advantage to use a simple horizontal line with the dividend placed above, the divisor below, to express division, in place of the sign  $\div$ . Not only is this method as useful in the primary class, but when the pupil reaches Second and Third classes, the work of problems is more easily and clearly indicated, and when fractions are being taught the advantage is very apparent.

One side of a paper may be devoted to such problems as:  $\frac{1}{2} = ?$   $\frac{2}{3} = ?$   $\frac{1}{4} = ?$   $\frac{3}{4} = ?$

(Concluded in next number).

A YOUNG gentleman was passing an examination in physics. He was asked: "What planets were known to the ancients?" "Well, sir," he responded, "there were Venus and Jupiter and"—after a pause—"I think the Earth, but I'm not quite certain."

THE London *St. James Gazette* announces that official instruction has just been sent round to the British Education Office not to speak of "male and female teachers," but of "men and women." Red tape is relaxing.