

to Canadians, I should think it absurd to offer advice about sending the fees. Leave it to the Post Office. Say that you want an order for four shillings, or two shillings and sixpence, and the clerk will tell you how many cents it will cost you.

THE FORMATION OF READING CLUBS.

My first counsel to any one who wants to form a reading society is, to join the N. H. R. U. and follow their directions for forming circles.

But if you do not want to be connected with any large association, nor have any fees to pay, you can probably find some people who will be glad enough to join you in making up a little club. If you are in earnest in making reading, or study, the first and great object, and social meetings entirely subordinate, by all means limit your membership to ten or twelve at the outside; five or six will do still better work. And whatever your membership, make it a fixed rule to have no one who will not take an active part. There are always numbers of people who will say, "Oh yes, I'd like to come, but you mustn't expect me to do anything." They are not the members you want.

Have no other rules than that every member shall attend the meetings regularly and work willingly. And let there be no officers, subscriptions, minutes, motions, chairmen or other time-wasting paraphernalia.

Choose a subject, or an author, about which, or whom, you all want to read. Let each member, in turn, take charge of a meeting, and prepare a programme, and let every other member be bound to take the part in the programme assigned to him or her. It is impossible to give more than the most general suggestions about programmes. I belonged, years ago, to a club which took for a subject one winter, "The Elizabethan Age." (We were all young and ambitious.) One of the most interesting evenings was spent in telling, in turn, the story of our special favourite of Shakspeare's plays. But you may have members to whom that would seem childish, or, some to whom reading aloud an extract from "Lamb's Tales" would be at once an effort and a gain.

Do not be too ambitious in your first efforts. To form the habit of regular reading, and gradually to train the taste to recognize and prefer what is good,—these are the things we can hope to do by very simple means. I have known a great deal of profit and pleasure to be gained by a group of

modest, book-loving women, who met together once a week, winter after winter, and read aloud, over their work, with deliberate enjoyment, some of the standard novels of Scott, and Dickens, and Thackeray. They had no "discussions," or "character-sketches," or "summaries," but they talked the books over freely, as they read, and expressed their likes and dislikes and opinions. They even read some works over twice and liked them better the second time. Any neighbourhood could surely manage meetings like that.

(To be continued.)

The Magnet.

(There is a suggestion to teachers in the extract below, how they may employ other plans than that given to interest listless children.)

A primary teacher found the exercises were dragging, the children were listless. With a bright smile and a merry "Put away your work, children," she produced a magnet.

Of course the children were excited as they watched it pick up nails, tacks, and small pieces of iron. Then they tried it without success on copper, brass, and even silver, and it was funny to watch their disappointed faces. The teacher balanced the iron on paper, but the magnet had no respect for the paper. It chased the nails around as if it were alive. While they were still excited over the play between the magnet and the iron, the teacher held up a common sewing needle. The children knew it would not even pick up the tiny filings. And how superior their smiles when she tried to make it do so and failed. But wait a moment. See her pass the needle several times over the end of the magnet. First one end and then the other. Then when she holds it near the filings, how eager the children are, and this time watch them cling to it. How their eyes sparkle. But the teacher is not through. She sticks the needle through a piece of cork and floats it in a glass of water on her desk. Then one little boy, who has been especially attentive and quiet, holds the magnet close to the glass. The eagerness of the children almost escaped bounds, for when one end was tried the needle attempted to run away. Trying the other end, the opposite was the effect. The teacher made little of this, however, merely saying that the same kind of ends drive each other away, but when the ends are not the same they cling close together. Perhaps she would have said more, but time was flying. For once the little folks listened with regret to the bell for dismissal.

A lesson on the magnet may be given effectively by magnetizing a number of common knitting needles, and letting the children experiment. They are wild to possess the magnetized steel.—*American Primary Teacher.*

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