

A TEACHER has found the following plan in teaching chemistry to work well: In conducting the experiment (no teaching is effective in chemistry without careful experiment) let the class prepare the apparatus and assist as far as possible; let them write out for the following week an account of the experiment, the tests, results, etc., being careful to exact from the pupils only what came under their own observation. By this plan chemistry may be taught thoroughly, and a stimulus is thereby given to composition by providing a subject on which pupils will be eager to express themselves, and they will do it with a little practice in excellent language. If the plan here outlined were made more general, and other studies made to do duty as subjects for composition, writing and spelling exercises, we would have fewer complaints of "too many studies."

M. INSPECTOR BOUDREAU, acting under the direction of Chief Superintendent Crocket, has addressed a circular letter to his French co-laborers, calling upon them to avail themselves to a greater extent of the advantages prescribed by the New Brunswick Normal School. The call is an opportune one. The advantages presented to the French student in the department so efficiently presided over by M. Belliveau at Fredericton, should be used to a greater extent than they are at present. The example presented by a people, who, under great difficulties, are aiming to preserve and encourage the study of their mother tongue, is worthy of admiration. Such journals as the *Moniteur Acadien*, *Le Courrier des Provinces Maritimes*, *L'Evangeline*, are worthy exponents of the spirit that seeks to preserve the French language and advance education throughout these Provinces.

"How do you like 'Among the Constellations?'" we asked a reader the other day. "I haven't read the articles, I don't know anything about astronomy. But I must. What book would you recommend?" Now, reader, if you don't know anything about the stars or astronomy, read the articles. They are written just for those people. If you *do* know anything about the subject, *don't* read them. Save your time. You can begin with any of them. It is not astronomy; it is more elementary—simply uranography, the geography of the heavens, and only elementary at that. Even when there is a mathematical disquisition, we never intend to wander beyond the elementary mathematics of grade B or C. It will take but a few minutes each month to compare our notes with the sky. In the course of a year or two, without any text-book, the leading features of the

starry firmament may in this way become as familiar as the outlines of terrestrial geography. And you will have your reward in a new and ever present source of interest opened up for enjoyment.

It is proposed to wind up the affairs of the St. John Mechanics' Institute, and sell the building with library and museum. It is hinted that the Board of School Trustees may become owners of the property, the price being a nominal one. If so, there would be available for school purposes—an assembly hall capable of seating over a thousand persons, offices for the Board of Trustees, several school-rooms, a library that has in it works that would form the nucleus of a valuable educational library, a museum which might be used for school purposes or be handed over to the N. B. Natural History Society to form a provincial museum.

The Institute has been in existence fifty years. The design of its founders was to encourage technical and industrial education. That was lost sight of long ago. To use the property for educational purposes at the beginning of the second half of the century seems to be reverting to the original design; and if education of a technical and scientific character could receive encouragement within its walls, so much the better.

WE have had the pleasure of looking at a note book, of one of the readers of the REVIEW, in which ink sketches of the insects figured in the lessons of Ferndale School were made, accompanied with short descriptive notes. This young lady had never received instruction in drawing, but the simple and direct attempt to copy these forms developed a remarkable degree of accuracy in the sketches, while it also left so vivid a picture in the mind as to enable her to identify the natural objects without hesitation. We have also observed the barest outlines of some of these figures on the blackboard create a wonderful interest in the subject of drawing. Only a few lines of chalk, and from the black surface there rises in apparent relief, a winged butterfly. We strongly recommend every teacher, whether he has received instruction in drawing or not, to follow this course. Sketch in outline every figure in the REVIEW as it comes out. At the end of a year or two, you will then be surprised to find that you can, with no greater difficulty, make a fair outline sketch of a new object from nature. And in the meantime a great many facts of form will be pleasantly assimilated with but little consciousness of effort. Never mind the shading lines. Reproduce outlines, and outlines only. When this can be done truly, you are an artist.