

a man be if he had no latitude or longitude?" What could be said if a clever urchin should answer, "He would be at page 27."

We are surprised to find that notwithstanding the great display of pictures, charts and diagrams, the simple subject of map-drawing, so essential in teaching geography, is neither explained nor illustrated. The simple maps of a school ground and a township with exercises thereon would insure much better results than the map of "General Plan of the Winds," page 15, the "Chart of the Ocean Currents," page 19, the diagram of "Isothermal lines," page 23, or a "Map of the Moon," page 27. The photographs of a geographical museum will hardly pass muster for a well-arranged, helpful textbook in the twentieth century. Pictures there should be, to be sure; but they should be carefully selected and carefully studied. No vagueness and confusion should have any place in a modern textbook. Every picture should have some definite educative value; every line of space should be used for an intelligent purpose. Real help should be rendered to the earnest teacher rather than mere amusement to the unthinking pupil. The pictures should appeal to the expert educationist instead of pandering to superficial taste and amusement.

We are surprised to find in this "New Canadian Geography" which speaks in the preface of "the closer unity of the Motherland and her colonies," only a small map of the British Isles with no counties marked thereon. This one instance marks a world-wide difference in the ideals followed by publishers, as all other Canadian or British geographies that we have seen, have separate maps of England, Ireland and Scotland, with the counties well defined.

The plan and system followed in this book is a relic of bygone ages. If little Luther had to study some such book we can easily understand how it came to pass that he was caned by the faithful monks fourteen times in one forenoon.

AD. RAM.

The Origin of "Breakdown."

To the Editor of the Educational Review:

DEAR SIR,—In a well-written and instructive volume, "Names and Their Meaning,"—A Book for the Curious, by Leopold Wagner, there is a chapter on Dances, which concludes with the following passage: "The term 'breakdown' is an Americanism, denoting the last boisterous dance before the breaking up of a dancing party towards early morning. Appropriately enough, such a dance invariably constitutes the final item of a negro-minstrel entertainment." At once the

question is suggested, why that which is danced at the *breakup* of a party should be called a *breakdown*, and may well be followed by an effort to find any reason for the use of the latter name. Neither the possible breakdown of exhausted dancers, nor that of an insufficient floor can be considered adequate; and yet no other reason occurs.

But is it not more than probable that this dance of the early morning was originally and appropriately called a BREAKDOWN, and that its present name is a corruption without meaning or beauty?

If this surmise is correct, the dance, with its restored name, rises from a somewhat vulgar level to one essentially refined and poetic. The Breakdown, indeed, in one art, might well claim to be akin to what the Aubade once was, and, perhaps in memory, still is in another.

The following refrain of a plantation song of fifty years ago, if not corroborative, is not wholly irrelevant:

"Go down to de shuckin',
Go down to de shuckin',
Go down to de shuckin' ob de cawn;
We'll wait ontel de mawnin'
We'll wait ontel de mawnin',
We'll wait ontel de breakin' ob de dawn,
Sure's ye bawn."

Yours truly, I. ALLEN JACK.

April, 1900.

Supplementary Reading.

Editor Educational Review:

SIR—One of the great needs of our schools, is that of supplementary reading matter. This, of course, does not apply to towns where facilities for obtaining reading matter are at hand, but to country sections, far from populous centres, where the children often have nothing to read but the prescribed readers.

As I was searching for something along the line of supplementary reading during last term, I noticed an inquiry in the REVIEW from a teacher who seemed to be in the same dilemma as myself. From the reply given, I learned of a number of United States firms who supply cheap classics. I at once applied for their terms and from them received samples which led to the purchase of quite a number of five and ten cent classics; and the pleasure to the pupils was unbounded. But, good as the material supplied by them is, yet, to us, citizens of Canada and of the British Empire, there is much to be objected to, and much lacking. Stories of Washington, Lincoln, Webster, Lowell, and others are excellent, and should be had when possible; but there are others, which if they could be obtained would, to us, be more acceptable, such as stories of Howe, Young, Haliburton, Harvey, Chatham, Gladstone, Nelson, Wolfe,