

as a real occurrence in time. The outline, if properly constructed, will be the key-words or cues to the more important events in the narrative which the pupil is to fill out, and then connect these events with each other by the smaller and less important events that are not named in the "outline." In this way the outline may become a real aid to the pupil by becoming a series of guide-posts, as it were, to direct his thought through the story.

From a recent hand-book on "Courses of Study and Methods of Teaching," by John T. Prince, which is published by Ginn & Co., of Boston, we copy the following outline intended to direct the study of the

topic "The French in North America," and suggest that teachers examine it to determine for themselves how far it is in accord with what has been said above :—

1. The territory acquired.
 - (a) What region.
 - (b) By whom discovered and settled.
 - (c) First settlements.
 - (d) Time (relative).
 2. Government.
 - (a) Kind.
 - (b) Results.
 3. Loss of territory.
 - (a) Claims.
 - (b) Allies.
 - (c) Opponents.
 - (d) Parts abandoned, and when.—
- Exchange.*

SCIENCE BETWEEN FIFTH AND TENTH YEARS OF SCHOOL LIFE.*

W. M. STINE, PROF. PHYSICS AND CHEMISTRY, OHIO UNIVERSITY.

MANY years ago a man by the name of Robert Raikes was sufficiently far-seeing to grasp the idea that the child is the parent of the later man and woman, and went energetically to work to put it in practice by establishing a school to teach the poor urchins of Gloucester morals and letters. Encouraged by the wonderful results obtained by this humble philanthropist, the various religious sects embraced his idea more fully than had been done in the past, and developed it into the Sunday school of to-day. Recently a society of French sceptics sent a representative from amongst its members to this country to make a careful study of our institutions, and to seek, not only for the cause which has made our nation so marvellously successful,

but for the mainspring of that distinctive character which the European so much admires in the American. Upon his return he published a book on his observations, and closed it with the statement that in his opinion the cause above all others which has made the American what he is, and his nation so progressive and successful, is to be found in an institution which they call the Sabbath school and which they have carried to great perfection. It seems singular that the success in the moral training of children should not have been more appreciated from the outset by educators, and that similar principles and methods might be applied with equal success in secular education.

It is necessary in dealing with such a subject as this to define clearly the term science; to distinguish between science as a collection of classified facts with their relations and the

*Read at a meeting of the South-Eastern Ohio Teachers' Association at Marietta.