

will plant down her "solid foot" and claim and gain all her rights, first "in our own land" and afterwards over the whole surface of the earth—from where the Eskimo sees the aurora borealis flame

"Red-pulsing up thro' Alioth and Alcor,"

to where the Maori sees the streamers of the aurora australis flash and dance among the stars of the Southern Cross.

Tennyson uses "orb" as a verb in the next canto of "The Princess," and in one or two of his other poems. A study of all the passages will, I think, leave the impression that, in the present case, while he may have been thinking only of the spherical form of the earth, it is not improbable that he was also thinking of its whirling motion. Perhaps, however, this notion has only grown up in my head because there the line

"Between the Northern and the Southern morn"

lies side by side with this line from "In Memoriam"—

"Betwixt the slumber of the poles."

A. CAMERON.

Yarmouth, N. S., March 1, 1835.

For the REVIEW.]

Natural History Lessons.

How often these lessons are an insult to nature? We do not follow natural methods, and consequently we do not get results sought for. Are we aware that in the average pupil the intellect or mind is cold and indifferent? Are we aware that the heart is warm and loving, and that the vital energy of their bodies is controlled by their passions? Let us then, as teachers, by our methods, move to proper action the passions or desires of our pupils, touch their hearts with a burning zeal for knowledge; and, lastly, interest and instruct their minds by enabling them to acquire that knowledge. First, let us teachers be a living example of all we expect our pupils to become. Let us lead and not drive. Let us teach more through the concrete and less through the abstract. Let us be practical, and let the child see and let its hands handle that which you would have it learn about. I was asked, when a pupil at school, to read, to memorize certain portions of text books relating to minerals, plants, and animals, and not to handle or inspect a specimen. I was indifferent, uninterested, and made little or no true progress. I never was taught to inquire into the cause of things—the whys and the wherefores. I never saw a chemical experiment performed by my teacher; I never examined even the common minerals or rocks in our neighborhood under the direction of my teacher; never a specimen of a plant or an animal either. As a natural consequence, I was placed at a disadvantage,

and deprived of an education that natural methods would have given me.

During the first years of my teaching I followed the ways of my teachers. After attending a second term at Normal School, and having caught a portion of the zeal and spirit of one of my teachers, Mr. John Brittain, a new epoch in my life began, and has been followed by vastly different results. Last spring, we procured a specimen of the migratory thrush (*Merula migratorius*) or American robin. We examined its plumage thoroughly, naming and describing its different parts. We discussed its relations to the animal world, classified it and had the pupils find out all about its habits, etc. We examined several other birds by means of the real specimen, and all the birds we came in contact with in our neighborhood by means of pictures and descriptions. We had regularly organized excursions for Friday afternoons and Saturday mornings, to the fields and woods.

A few days ago, one of my pupils, a boy of grade VII, brought to school a specimen of the common crow (*Corvus americanus*) which his father had shot. On the Friday following we were to have a lesson on the mineral kingdom, but I postponed it, and announced in its place a lesson on the crow, asking them to find out all they could about one, etc. By the time the day arrived, with the help of some of my boys, we had the specimen prepared for a lesson to illustrate the muscles and skeleton of birds. The lesson on the Friday afternoon was one of the most interesting to all concerned I ever gave. The week following a blue jay (*Cyanura crys-tala*) was brought in. We reviewed the lesson previously given on the plumage and skeleton of birds. Then I put a drawing of the bird on the board, and had the entire school copy it. The pleasure and instruction they derived were more than can be described. They are inquisitive, and I teach them to be so. Sometimes I can answer their queries, and when I cannot, I search and get an answer for them. They are constantly using their eyes, and whatever strange thing they find, it is brought to me to investigate, and when proper and convenient, to give a lesson from. Thus they are taught to use their eyes. A number of the girls came to me the other day, and their spokesman said: "Mr. — are you going to take us on excursions this spring and summer to study plants and animals as you did last?" You can all imagine the glee they were in when I told them I was if nothing happened to prevent.

Now, these are hastily written ideas and accounts. I hope the editor of the EDUCATIONAL REVIEW will find space in that valuable journal for this letter.

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Hopewell Hill, N. B.