PRIMARY DEPARTMENT.

A Primary History Lesson.

The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily by telling them the story of Ulysses, to which she joined on, in some way that I did not quite understand, the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind that is, which excite the imagination and yet have a sort of historical foundation, and bear historical names are the only basis you can lay for history-teaching in the case of such young children.

"Better," I enquired, "than even the history of the Fatherland?" "Yes," she replied, "the history of the Fatherland is too difficult." I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut-and-dried judgment (conveyed only in single epithets) of persons about whom the children knew no facts which could warrant the judgment.

I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history by means of striking stories told as stories, with the addition of pictures, which would make the interest more varied. —*Joseph Payne.*

Mistakes in Teaching Reading.

1. Too lengthy lessons. After the first reader is passed, *the more advanced the class the shorter the lesson.*

2. Permitting the pupil to read without thinking. This is the mother of dragging, whining, repeating.

3. Reaching the end of the book before the class is prepared for the next higher. *Every time a pupil passes through a book he has less interest in it.*

4. Passing over and over the book, instead of *through* it once. Life is too short to go through a reader *more than twice* under the same teacher we had nearly said more than *once.*

5. Letting "to get through the book" be the object of the class. The teacher who can keep the class away from the end of the book till ready for it, is in the wrong business. 3, 4 and 5 are close akin.

6. Reading without questioning. "Why," should be the motto of the schoolroom framed and hung in a conspicuous place. Many other questions are needed, but let the class know that this same troublesome "why" will bob up every time it can find room.

7. Criticism wrong in quantity, quality or purpose. It is easy to have too much, too little or the wrong kind. Let criticism be for help, systematic help—never for spite, nor in a spirit of superiority. *The purpose and spirit of criticism are everything.*

8. Teacher's lack of preparation for the recitation. If preparation is needed in other studies, it is doubly needed in reading. The only way to read with spirit and the understanding is to *study into* the spirit of understanding. —*School Record.*

QUESTION DEPARTMENT.

W. R.—A B and C are three towns forming a triangle. A man has to walk from one to the next, ride thence to the next, and drives thence to his starting point. He can walk, ride and drive a mile in a, b, and c minutes respectively. If he starts from B he takes $a+b-c$ hours, if he starts from C he takes $b+a-c$ hours, and if he starts from A he takes $c+b-a$ hours. Find the length of the circuit.

Let A to B $= x$ miles, B to C $= z$ miles and A to C $= y$ miles. Then he can walk from A to B in ax minutes, or ride in bx minutes, or drive in cx minutes, etc.

Starting from B it will take him $az+by+cx$ minutes or $\frac{az+by+cx}{60}$ hours to make the circuit.

$$\text{Then } \frac{az+by+cx}{60} = a+c \quad b$$

$$\frac{ay+bx+cz}{60} = b+a-c$$

$$\frac{ax+bz+cy}{60} = c+b-a$$

$$\text{Adn'g } \frac{az+by+cx+ay+bx+cz+ax+bz+cy}{60} = a+b+c$$

$$\text{Factoring } \frac{(a+b+c)(x+y+z)}{60} = a+b+c$$

$$\frac{x+y\times z}{60} = 1$$

$$x+y+z = 60$$

Therefore the length of the circuit is 60 miles.

A. D. J., Pt. Wolfe, N. B. Kindly answer the following:

1. A bird smaller than song sparrow. The back is striped like white-throated sparrow. The top of its head is bright red, bordered by white stripes. The breast and under parts are white. They are quite common now. What is it?

2. Bird a little over six inches long, olive-tinted russet on back, wings and tail. Top of head orange-brown (not bright), bordered by a very dark line (about black). The under parts are silvery white. Extending across the breast and up the side of the throat it is marked with arrow-shaped spots of a darkish color. The throat is white. Is it the oven bird?

3. I caught in a swamp one night (May 23) a frog one inch long, very pale green in color. A dark olive green stripe runs across the head from one eye to the other. Down the back are irregular stripes of the same