

avenue-roads of Cap Rouge and St. Foye, to pass near the meanderings of the River St. Charles, or to enter some shady grove from which we can admire the cosy nests which the citizens have built for themselves on the heights of Lorette, of Charlesbourg and Beauport. In Mr. Lemoine's works are to be found very many pleasant details, the history of this property and of that, from the opening up of the country, as well as the manner of living in the olden times. What charming moments may the studious pass in this library of interesting episodes and memoirs! In a word, the most appropriate souvenir of Quebec, which one may bestow upon his friends, may be found in a copy of Mr. Lemoine's works.—*Translated from Le Quotidien, Levis.*

SCHOOL DEVICES. A Book of "Ways" and Suggestions for Teachers. By Edward R. Shaw and Webb Donnell. New York: E. L. Kellogg & Co. \$1.25. To Teachers, \$1.00, 10 cents for postage.

The object of this book is to afford practical assistance to teachers who wish to keep their work from degenerating into routine, by giving them new "ways" of teaching. The design is to make the teacher's work varied, alternative, and effective. The teacher is too apt to think there is but one "way" of teaching spelling; he thus falls into a rut. Now there are many "ways" of teaching spelling, and some "ways" are better than others. Variety must exist in the school-room, and the authors of this volume deserve the thanks of the teachers for pointing out methods of obtaining variety without sacrificing the great end sought—scholarship. New "ways" induce greater effort, and renewed activity. Mr. Shaw, of the Yonkers High School, is well known, and Mr. Donnell, of the East Machias (Me.) Academy, is a teacher of fine promise; they have put together a great variety of suggestions that cannot fail to be of real service. The above work contains school Bible Readings also.

Practical Hints and Examination Papers.

It is best to make but few rules.

Geographical facts, as a rule, have a value of their own.

Years are usually spent in teaching reading to little purpose, simply because no thought and interest are awakened in the subject.—*Phelps.*

Teach arithmetic because the knowledge is necessary, useful, and available for everybody, and because the study brings into "play and exercise" such powers and capabilities as will serve "a real educational purpose."

If you want children to speak correctly, present occasion for thinking. Let them express their thoughts in words; and, when far enough advanced, let them read the science of the English language.—*Southwick.*

Teaching to read Latin at sight, by the natural method, may be accomplished by attending to the following rules:—

1. Read the sentence carefully through in Latin, noting the endings and important words, but not of necessity with an effort to translate. A repetition of the reading, if the first reading does not aid, may impart some slight or vague sense of the general idea intended to be conveyed.

2. Look carefully for the *leading verb*, which is usually in the indicative mood. When the leading verb is determined, find its *subject*. If the verb is transitive, find its *object*. The translation of the *subject*, *predicate*, and *object* will usually furnish the key to the sentence. The introductory words will often show whether the clause is dependent or independent,