

picture to which the teacher may point and feel sure that, as he speaks, all are observing the same thing. These smaller pictures and picture post-cards may best be displayed by the use of the balopticon or projection lantern with reflectoscope attachment. Even the lantern slides may be used for incidental teaching, now that it is possible to display slides in a room light enough for pupils to use their pencils. There will be many occasions, however, when it will be well to take the whole lesson period for lantern work, particularly in review or in the study of social history, to show, for instance, the development of architecture, arms and armour, costumes, methods of conveyance by land and sea, etc. Teachers who wish additional information that will add very greatly to the interest of the classes in social history, as illustrated by pictures and lantern slides, will find Barnard's *Companion to British History in the Middle Ages*, Oxford University Press, Toronto, a valuable work.

While it is well worth while to frame some pictures that have artistic as well as historic value, the pictures should, for the most part, be kept in portfolios and displayed only in connection with lessons on which they have a bearing. Variety stimulates attention and interest. How can the pictures best be displayed? A large, thick sheet of millboard is portable, stiff, and very light, and the pictures may be pinned to it and so displayed on the edge of the black-board; or they may be pinned to the burlap on the wall; or the top and the bottom may be held in place by being pinned to two planed laths, one of which has a loop to hang the picture by. A large notice-board might well be a feature of every school-room where history is taught. Here one can display, not only pictures from the portfolio, but illustrations from current newspapers and magazines—scenes, for instance, from foreign countries, clippings on current events, maps and charts drawn by the pupils, and even short pieces of poetry that bear on the lesson of the day.

Younger pupils should be encouraged to collect, either for themselves or for the school, materials that have, or may later have, historic interest. This plan should be employed particularly in connection with the study of current events. In one school, the interest in such work and its recognition by the promise of a small bonus on the examination in history at the end of the term, resulted in the preparation by pupils of over eighty scrap-books of newspaper clippings, printed matter, illustrations, and cartoons, reproducing very faithfully the main events of the year.

In many localities it may be possible to form quite extensive collections of local historical material. Many schools have done this. Such collections may include pictures from old magazines of events, then contemporary; for example, pictures of incidents in the Crimean War or accounts of important events in contemporary newspapers. They may include pictures of old-fashioned domestic utensils, furniture, spinning-wheels, etc., Indian relics, photographs of local scenes as they appeared thirty years ago or more, and accounts of incidents in the history of the locality written by local men or reported by them. Such accounts and pictures frequently appear in the local papers and are well worth preservation. Some of the pupils' best scrap-books of current events, added to from year to year, would prove in time a most valuable addition to such an historical museum. Intelligent guidance in making such collections will do a great deal to give pupils a correct idea of the real nature and value of historical material and to cultivate a very real interest in the past.

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