

double quick time, and deployed to the left in fours, then advanced in line, changed front to the right, and retired by fours. They then re-formed in line, and were inspected in separate companies by Colonel Battersby, of Chelsea College, and after going through several other evolutions were formed in square, and Colonel Battersby, addressing them, said it was very pleasant to see so many lads so well disciplined, and he must say that the way in which they had gone through their drill reflected the very highest credit on Major Sheffield for the exertions he must have made to achieve the good results that had been attained. There was a remarkable steadiness in the march. Of course there was a slight difference; he almost wished there had been a little more, as the difficulty of deciding which was the best would then of course not have been so great. It was a severe test to put them, through the movements of a battalion when they had not been drilled together before, and every allowance must be made for that; but on the whole the result was very satisfactory. He must give the banner again to Thomas-street School, and he was sorry to do this, because no doubt they would all like to have the banner.—*Ex.*

A NEW DEPARTURE.

A NEW departure has taken place in Boston. The instruction in the primary schools is to be almost entirely oral. The pupils are expected to learn from objects, and from the teachers, instead of from books. In this method lessons will be given upon pictures, animals, plants, geography, history, form, colour, measures, minerals, the human body, hygiene, and whatever else the teacher may consider suitable to the mental condition of the child. The spelling-book is to be entirely discarded, and some "easy, common words from the reading lessons" are to be substituted. The metric system will be taught by means of the metric apparatus.

In the more advanced classes the changes are equally marked and important. The study of grammar in the old-fashioned way

is abolished, and this subject will be taught by means of analysis of sentences in the reading books, composition, and letter-writing. The practice of writing in copy-books is reduced more than one-half, while it is considerably increased in blank books and in other exercises. Less time is to be given to geography, and more to natural philosophy and physiology. Music and drawing are to receive the same attention as formerly. There is to be a special and definite aim to make the pupils understand what they profess to study, and to express clearly, and in appropriate words, what they learn from time to time. These changes have been made not to relieve the pupil from study, but to secure greater thoroughness.

Another feature of the plan is worthy of notice. Every study has a specified time assigned to it in the school-year; nothing is left at loose ends. In the lower classes, for example, the subjects for oral instruction from May to November will be plants and animals; from November to May, trades, occupations, common phenomena, stories, anecdotes, mythology, metals, and minerals. In the upper classes, the subjects of oral instruction will be physiology, life in the middle ages, biographical and historical sketches, and experiments in physics.

PHONIC TEACHING.

THE First Steps in Phonic Teaching are thus set forth by Mrs. Rickoff in a primer published by the Appletons. The child is first taught to read sentences; secondly, to read words; thirdly, to analyze spoken words into sounds; fourthly, to analyze written words into symbols of elementary sounds, beginning with words spelt phonetically, as "cat," "rat," "not," etc.; then words with digraphs, as "that," "them," "ship;" then words with new sounds to the symbols, as "thin," "caper," "no;" finally, words with silent letters, as "cate," "rate," "noble," "write," etc.

Suppose the child has learned to read a dozen or more simple sentences, such as "The cat has a rat," and to recognize the