

Question Drawer.

J. F. G., who finds great difficulty with the subject, asks for a few practical hints on the teaching of history. Perhaps some teacher who finds his method tolerably successful will oblige our correspondent with a description of it, or, perhaps better, a model lesson. Should we be favored with several answers, we could make room for them. We have no doubt that they would be thankfully received by many.

W.R.S.—The northern boundary of Ontario, as given in the Public School Geography, is correct. The province extends to the Albany River and James' Bay.

LUCAN.—The case you describe is a difficult one to deal with. It is an almost universal, though, we believe, mistaken, point of honor amongst schoolboys not to give witness against a comrade. So long as they honestly hold that sentiment, we do not think it would be well to try to force them to do what they regard as mean and cowardly. We would first appeal as strongly as possible to the manliness of the one who did the mischief to come forward and own it. Failing that, it is sometimes well to require each individual concerned to say "Yes" or "No" to the direct question, "Did you do it?" For instance, ask the whole class to stand up, put the issue clearly before them, then permit every one who can say on his honor that he is not the culprit to take his seat. If all do so, then it can be forcibly impressed upon them that one of their number is guilty of falsehood and cowardice, and that it is due to themselves to require the one whom they know to be guilty to clear the rest. In some such way as this the culprit can usually be constrained to confess, and at the same time a good lesson in morals be given to the whole class or school. In any case we do not think it would be well to try to force any one to tell. But it would be well to try to show them that in the community, if every one should take the same position, crime could rarely be detected; all would be at the mercy of the law-breakers. And every citizen who refused to give evidence against a criminal makes himself, in a real sense, a partaker in the crime. He is a bad citizen. Many a schoolboy who will not "tell on" a companion will, when the thing is put before him in that way, bring pressure on the companion to make him "own up," which is much better.

Literary Notes.

The most important feature in the March number of *St. Nicholas* is a new Jungle Story by Rudyard Kipling, "The King's Ankus." Mowgli, that delightful boy adopted by the jungle folk, figures in this story, together with the big rock python, Kaa, and the black panther, Bagheera. The description of a hunt through the jungle by Bagheera and Mowgli will not soon be forgotten. Prof. Brander Matthews contributes a sketch of Hawthorne to his series of studies of great American authors. Prof. Hjalmar Hjorth Boyesen, in "The Boys' War," has a story of boy life in Norway. The rivalry between the dwellers on the opposite sides of a river leads to a constant series of battles. Snow forts are built, and prodigies of valor are performed by both armies. The serials by Howard Pyle, Albert Stearns, Jessie M. Anderson, and Elbridge S. Brooks have interesting instalments. Prof. W. T. Hornaday writes in his usual lively style of "Brier Rabbit and His Folks." This is one of

the most familiar families among American quadrupeds, but Prof. Hornaday brings together many new facts about the rabbits and hares.

The *Atlantic Monthly* for March contains the opening chapters of a striking serial entitled "The Seats of the Mighty," by Gilbert Parker. Fiction is further represented by the first instalment of a two-part story by Grace Howard Peirce, entitled "Gridou's Pity," and additional chapters from Mrs. Ward's serial, "A Singular Life." "The Secret of the Roman Oracles" is an instructive and interesting paper on the methods employed in ancient Roman divination. "Some Confessions of a Novel-Writer," by John T. Trowbridge, the gifted novelist, will attract special attention. Two papers of importance are "Immigration and Naturalization," by H. Sidney Everett, and the second of Mr. J. M. Ludlow's papers, "Some Words on the Ethics of Co-operative Production." The educational paper of the issue is by Professor N. S. Shaler, who treats of "The Direction of Education." Another delightful bit of Sicilian travel and description, by Elizabeth Pullen, is "Bova Unvisited." Charles Rockwell Lanman contributes an appreciative article upon William Dwight Whitney. Aside from these features there are poems by Bliss Carman, Clinton Scollard, and Madison Cawein. The book reviews and other usual departments complete the issue.

The Forum for March (which, by the way, begins Vol. xix.) has for its leader an article by Mr. James H. Eckels, Comptroller of the Currency, entitled "The Business World vs. The Politicians." Senator H. C. Lodge writes on "Our Blundering Foreign Policy," illustrating his contention with recent examples of our dealing notably with Hawaii and Japan. Mr. Andrew Carnegie, under the suggestive title "What would I do with the Tariff if I were Czar?" emphatically declares that the Wilson tariff reduces "the taxes on articles used solely by the extravagant rich class, and increases them on articles used only by the workingman; and Professor E. R. A. Seligman asks, "Is the Income Tax Constitutional and Just?" and argues that it is both just and constitutional. Mr. Frederick Harrison continues his brilliant series on the Great Victorian Writers with "Charlotte Brontë's Place in Literature." Mr. Hamilton W. Mabie discusses the novel of romance and adventure, defining "The Two Eternal Types in Fiction." Dr. Northrop, "the father of village improvement," describes "The Work of Village-Improvement Societies" in a number of typical towns and villages throughout New England and the West. Mr. Henry Holt continues his discussion of "The Social Discontent," begun in the February number, this time suggesting some remedies. Two other articles closely allied to Mr. Holt's are "Two Examples of Successful Profit-Sharing," by Prof. Frank W. Blackmar, and a review by Mr. Jacob A. Riis, of the report of the last Tenement-House Committee of New York, entitled "The Tenement the Real Problem of Civilization." Among the remaining articles is one by Dr. L. Emmett Holt, an eminent physician of New York City, on "The Antitoxine Treatment of Diphtheria."

Book Notices.

CHOICE READING, Ginn & Company, Publishers, Boston, Mass., contains Favorite Chapters from Favorite Books, and adds usefully to the rapidly growing stores of supplementary reading now happily available for the reading classes in schools.

LITTLE NATURE STUDIES, FOR LITTLE PEOPLE. From the Essays of John Burroughs. Edited by Mary E. Burt. Boston: Ginn & Company.

An attractive little book intended as a primary text-book in science and reading. In the hands of a skilful and well-informed teacher, it may be made the means of stimulating the perceptive faculties of the little ones, and, at the same time, opening up to them unfailing sources of enjoyment in studying the forms, adaptations, and beauties in the fields and woods around them, which will be perennial sources of wonder and delight to the observant mind at all stages of the after life.

MOFFATT'S HANDBOOK AND GUIDE TO FOOTBALL AND CRICKET, 1894-5. London: Moffatt & Paige, 28 Warwick Lane, and 11 Paternoster Square, E.

The barbaric uses to which football has been put in some American colleges warn the lovers of the game that there is special need to restrict it within definite rules, if it is to be saved from permanent degradation and kept on the lists of manly and respectable recreations. Many teachers and students will be glad to have, within the limits of a convenient and cheap pocket manual, a simple and complete guide to the best rules and regulations, as adopted by the (English) Football Association.

SCHOOL EDUCATION HELPS: SKYWARD AND BACK AGAIN, AND CLASSIC MYTHS, by Lucy M. Robinson and Mary M. Judd, respectively, are among the latest additions to the useful series of School Education Helps, published by the School Education Company, of Minneapolis, Minn., U.S. As supplementary reading for first and second grades, the first, consisting of short, simple sentences about clouds, and rain, and frost, will serve a good purpose. The Classic Myths, retold for Primary pupils of somewhat higher grade, will be both interesting and instructive.

THE NATIONAL SCHOOL LIBRARY OF SONG. For Advance Grades. No. 1, Mixed Voices in Four Parts. Edited by Dio R. Lewis. Boston, U.S.A.: Ginn & Company, Publishers, 1894.

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in upper grades of musical instruction in schools. Thirty-five pages of this first number are devoted to songs of patriotism and devotion, and songs for special occasions. A very interesting part of the volume is the collection of folk-songs of many nations, which occupy the last forty-five pages, and contain representative melodies from fully thirty nations or races. Most of these are said to be not less than two hundred years old, and to be such as will not be recognized by the average singer, as the more familiar ones have been omitted. In adapting them for school use the limitations of youthful voices have been carefully regarded, and, with a few exceptions, the tenor parts contain no notes below *f*. The work will, no doubt, form a valuable addition to the song-literature available for schools.

PROGRESSIVE PROBLEMS IN ARITHMETIC FOR FOURTH CLASSES AND ENTRANCE CANDIDATES, by J. White, Edmonton, Ontario. Toronto: The Copp, Clark Co.

This book is a volume of about 900 problems, prepared specially to meet the wants of teachers of Fourth Book Classes, including Entrance candidates. It contains the Entrance papers in Arithmetic for the last twelve years, and the Public School Leaving paper in Arithmetic for the last three years. Teachers who have used the author's former work—"Practical Problems in Arithmetic"—will readily understand what is meant by saying that the present book has been prepared on a somewhat similar plan. It takes up the work where the former left off, and covers the prescribed course for Fourth Classes. The book is not a collection of problems thrown together at random, but a carefully graded series of examples, leading the pupil step by step to higher mental effort. The problems are not stated in the form of propositions, but in an indirect way, and this feature the author believes constitutes their educational value. Price, 25 cents.

HISTORY OF CANADA, by J. Frith Jeffers, M.A. New and Revised Edition. Toronto: Canada Publishing Company.

This clever little book was first published in 1878, carefully revised in 1884, and again in 1894 greatly improved for class teaching. It was very favorably received by the teachers of Ontario, and, in its present form, must still further commend itself to their attention. The "Table of Leading Facts" prefixed to this new edition, the chapters relating the history of the past ten years, and giving a lucid sketch of our constitution and government, are particularly valuable. The book is sufficiently succinct, containing only about 150 pages, and yet the narrative is given in a clear, fluent, and continuous style that furnishes a good model of the conversational lecture. All the great events of our national story are passed in systematic review, and the explanations are well suited to the capacity of the young student reading the story for the first time, while the narrative throughout has the charm of novelty and interest which is sure to capture attention. It is one of the few histories of our country that the average pupil will read on his own account, and for his own gratification.

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