A Book Worth Reading.

To the Editor of Educational Review:

DEAR SIR,—This is an age of school libraries. Books, many and varied, much used and little used, are found on the shelves. I wish to make mention of one, which seems to me should have a special shelf to itself in the centre of constant use. In the carefully prepared lists issued from which to make selections for the schools, there is a title I do not remember seeing, *i. e.*, "The Opal Sea." Permit me to recommend this charming piece of literature to teachers and pupils of our public schools. Its value lies in its novelty of idea, beauty of style, coloring of thought and scientific information. A better and clearer explanation of the tides is given in a few words than it was ever my fortune to hear, even after repeated requests, in lengthy lectures at our normal school. Life inanimate (winds, etc.) and animate, above and below the surface of the sea, is clearly and almost poetically described.

I hope that these few words may draw the attention of those interested in such subjects. The author is John C. Van Dyke. The book first appeared March, 1906, and is published by Scribner's, New York, at $1.50.

Sincerely yours,

A. W. L. SMITH.

Halifax, N. S., June 30, 1906.

The Language Box.

Keep a little box, with a slit in the cover, on your desk. Give to each pupil some small slips of paper, on which they are to write every incorrect expression heard at recess, on the playground, or when they are not at school, if you wish to break up bad habits as quickly as possible. The slips are to be dropped into the box, some time during the day. The language lessons are heard, in this case, late in the school day. At that time the box is opened, the slips read by the teacher, and corrected by the class.—*Normal Instructor.*

The teacher of grammar and rhetoric wrote a sentence on the blackboard, and then called upon William.

"John can ride the horse if he wants to," read the teacher. "Re-write the sentence in another form."

William surveyed it dubiously for a moment; then a flash of inspiration showed him his path.

"John can ride the horse if the horse wants him to," he wrote.—*Youth's Companion.*

The Teaching of Elementary Geometry.

BY M. R. TUTTLE.

Great improvements have been made in the teaching of this important subject within recent years. In former years the whole of the first book of Euclid would be gone through with before any original exercises were given. Many would learn the propositions verbatim, so that nearly all of its educational value was lost. With the introduction, at an early stage of their progress, of exercises to be worked by the scholars' own ingenuity, a great improvement was made. Intuition, imagination, conception and reason were more strongly developed. The further great changes that have recently been made are in line with the trend of modern education. The new education demands the practical. It re-enforces reason by appeals to the senses. It is objective before being subjective. What, then, are the recent reforms in geometrical teaching?

Mechanical drawing is introduced at a very early period of the pupils' course, in fact about as soon as he enters school; so, if his geometrical education is thus carried on from the first in connection with drawing and modelling, geometry proper might be commenced in the sixth or seventh grade. This would give a course of two or three years before undertaking deductive geometry in the high school. It would include such exercises as the measurement of angles and areas, by the use of instruments, the arriving at geometrical truths by the inductive method of drawing and modelling, the measurement of heights and distances.

This method would have the advantage of putting his knowledge to a practical use from the very beginning. He would be learning to do by doing from the first. Sometimes a boy of poor reasoning ability is skilful in the use of the powers that call into play the motor activities. These boys, by this method, would be encouraged, and thus led on to the more rigorous demonstrations of later years. Nor should this practical geometry be abandoned in the high school. So important is it that the Mathematical Association of Great Britain, the successors of the Association for the Improvement of Geometrical Teaching, as well as the various works on elementary geometry that have recently appeared, all agree that it should be continued after deductive geometry has been begun. Taught in this manner, geometry is an aid to arithmetic is aided by it, in turn. It is also an invaluable adjunct to manual training.

There is an admirable work on the subject which