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The March Magazines.

A varied and attractive table of contents is offered by *The Chautauquan* for March. S. Parks Cadman opens the number with an account of "Queen Victoria and Her Children." It gives glimpses of the home life of the royal family not usually found in publications. . . . *The Delineator* (Toronto) for April is an excellent specimen of this popular woman's magazine. There is a good article on a Girl's Life and Work at the University of Chicago, and further instruction is given in Kindergarten Teaching. The subscription price is one dollar a year. . . . In the *March Forum* Mr. Frederick Harrison continues his brilliant series on the Great Victorian Writers with "Charlotte Brontë's Place in Literature." . . . There are a number of special features in the *Century* for March. The frontispiece is a rare and interesting portrait of the Empress Josephine, and there are other illustrations of Prof. Sloane's life of Napoleon, in which the record of the Corsican period is closed and Napoleon's stirring life in Paris taken up. . . . In *March St. Nicholas* Prof. W. T. Hornaday writes of "Br'er 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, giving much scientific information in a pleasant way. . . . The two March issues of *Littell's Living Age* are especially rich in biographical sketches, among which are Recollections of James Anthony Froude, Oliver Wendell Holmes, Rubenstein, and Tennyson at Aldworth. There are special offers to new subscribers. Write for a prospectus to Littell & Co., Boston. . . . *The Atlantic Monthly* contains a thoughtful article on the Direction of Education, by N. S. Shaler. He sums up by declaring "it is essential for educators to seek out those—in my opinion, by far the greater part of the youth—who have a special fitness for certain kinds of duty. . . . In an article in the *Popular Science Monthly* on Scientific Method in Board Schools, Prof. H. E. Armstrong, F. R. S., makes it plain that what scientists are calling for in education is the teaching of the *method*, not the *facts* of science.

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