

the imagination and yet have a sort of historical foundation, and bear historical names—are the only basis you can lay for history-teaching in the case of such young children. “Better,” I enquired, “than even the history of the Fatherland?” “Yes,” she replied, “the history of the Fatherland is too difficult.” I found, in fact, that in this class there was no bothering of little children with dates, which to them could have no meaning, nor exposition of ready cut-and-dried judgment (conveyed only in single epithets) of persons about whom the children knew no facts which could warrant the judgment.

I am quite persuaded that much of our teaching of history to young children is almost immoral, as involving the systematic implantation of prejudices which take deep root, and often produce very undesirable fruits. Dr. Arnold recommended that children should be taught history by means of striking stories told as stories, with the addition of pictures, which would make the interest more varied.—*Joseph Payne.*

—TEACHER'S TEST QUESTIONS.—1. Are the pupils all quietly busy at work?

2. Is the noise in my room the noise of a confusion or the hum of business?

3. Am I interrupted by questions during recitation?

4. Am I sure that the annoyance which that boy causes me is solely his fault; am I not partly to blame?

5. Am I as polite to my pupils as I require them to be to me?

6. Do I scold?

7. Is the floor clean?

8. Am I orderly—In personal habits? In habits of work?

9. Am I doing better work to-day than I did yesterday?

10. Am I making myself useless to the pupils as rapidly as possible by teaching them habits of self-reliance.—*School Supplement.*

Books Received and Reviewed.

[All Exchanges and Books for Review should be sent direct to the Editor of the *Educational Record*, Quebec, P. Q.]

The *Canadian Magazine* certainly improves as it grows older. In fact it has now made itself worthy of the place it occupies in the van of Canadian current literature, and of the success