

test that it was of organic origin. At the Forks, just where the two branches meet, there was a broad, low sand bar. While walking on the shore of this, during the time that my men were carrying our tent and supplies over the fallen cedar, I saw in the stream, the water of which was remarkably clear, patches of a viscous substance attached to the small projecting points of a ledge whose surface was only a few inches below that of the water. From these little projections it was strung out in ropy masses which undulated and vibrated in the quick and rapid water of the stream. Some of it I gathered. It was of a consistence similar to that of calves' feet jelly, perhaps a little harder. It was colorless and transparent. Putting some of it in a handkerchief it became thoroughly dry, when it had a yellowish cast. I tried it with fire, when it proved itself to be of organic origin by the disagreeable fishy odor which it emitted under the action of heat. Can any of the readers of the EDUCATIONAL REVIEW tell me what this was?

EDWARD JACK.

Fredericton, N. B.

For the REVIEW.]

A JAPANESE SCHOOL.

* * * * * There is one command not needed here, and that is, "Pay attention." They would consider it very impolite to be inattentive while a teacher is talking, and besides they are so anxious to learn. When the girls become more advanced in their English, teaching them will become a perfect delight. It is a little hard just now, sometimes. Whipping a pupil is unknown here. No teacher would think of doing such a thing. It would be looked upon as a dreadful insult. There are normal schools, with model schools attached, all over Japan. Two of the teachers called upon me and invited me to visit the Shidzwoka normal school, which I did one morning. There are no free schools in Japan, and all normal school pupils are required to board in the building. The school is very large; there are seventeen teachers and 160 pupils, thirty of whom are girls. It has only been the last year that girls were admitted, and then there was a hard fight for it. In Tokio and Yokohama the normal school has been open to girls for some years, but not so in the country. Girls, however, have separate classes, and do not see the boys at all.

All schools have large reception rooms. I was shown to the reception room by one of the school servants just before the bell rang for recess. It was very interesting watching the pupils come out. There was a very large covered play-room, with a balcony running all around it. The pupils from the different

departments of the model school march out, each class being preceded by a teacher. It was a very pretty sight. The teacher of the very little ones walked backwards. The order was perfect till they reached the playground, and then there was quite as much noise as any Canadian boys and girls would make. After a little I was conducted to the teacher's room. It is a very large room, fitted up with bookshelves, desks, chairs, ink, paper in pads—everything that a teacher could possibly require. The first room I visited was the library. It was a very fine one, containing a large number of volumes—Chinese, Japanese, English, French, German, etc. The classes in the model school are taught altogether by the pupils, one pupil having charge of one class for a term. Each teacher teaches only one subject. The order was perfect. The scholars in the first room I entered were having a singing lesson. The teacher played on a small organ with his left hand and beat time with his right. The pupils were from eight to twelve years of age, and while in the room I noticed only two pairs of eyes turn from the teacher for an instant to gaze upon the foreigner. In the next room the pupils were having a lesson on morality. When we entered the teacher said a number and immediately all rose, a second number and they moved a little from their seats, a third they bowed, a fourth they moved back again, and a fifth sat down, and then they were no longer conscious that there was anyone in the room but themselves and their teacher. Through all the rooms the same order prevailed.

I would like to say just a few words about the natural history room. It was quite a large room, lined with cases filled with all kinds of stuffed animals, bottles with all sorts of fish, and birds of every kind. The walls of the room in which physiology was taught was completely covered with diagrams of the parts of the human body, and standing up by the platform and directly opposite the students was a skeleton of a human body. This was partly covered with a sheet. The geology room was fitted up with cases filled with specimens of stones from all parts of the world. I could have spent a whole day in the building, instead of only an hour. All the boys' schools are fitted up in the same way.

In the school in which Mr. Cassidy teaches there are four hundred pupils. What delighted me there was the room in which botany was taught. There were such beautifully pressed flowers and vines and leaves. The Japanese have sent men to visit the best schools in Europe and America, and they have been quick to adopt only the best methods of teaching.

The students of all the boys' schools wear foreign