

in the wild life about him. Do not force a knowledge of natural things upon him too young.

A series of school readers which I have seen, called "Seaside and Wayside," seem to me to fail just where they appear to be successful. They are a bald, undisguised attempt to convey to children exact knowledge about the creatures of which they treat. A passage from one of them is like a mouthful of sawdust. It is not dead knowledge of these things that children want, it is the things themselves. The pictures may help, but the bare facts are as uninteresting as they can be; yet if the life of the least of these creatures could be told as it really is, as it transpires from hour to hour and from day to day, it would be of perennial interest.

Why is such a paper as Charles Dudley Warner's "Hunting the Deer," of such keen interest to boys and girls as well as older people? It is because, as I heard a boy say in the Berkeley School, N. Y.—"it is true." We are enabled to put ourselves in the place of the deer. The tables are suddenly turned, and from being the hunters we become the hunted.

I would encourage the children to bring me whatever, to them, seemed curious and interesting from their walks in the fields and woods. I would give them a half-holiday to hunt me up some parasitical plant, or some rare flower in its season, or a specimen of the wolf spider, or the box tortoise or an Indian arrow head. I would ask them to find out how the bulb of the dog-tooth violet got so deeply in the ground since everyone starts from a seed at the top, but rests not till it plants itself eight or ten inches in the soil. When it gets to this depth it sends up two leaves instead of one, and begins blooming. A new name, by the way, has been suggested for this plant, namely "trout lily," which is a good one as the leaf is mottled somewhat like a trout's back and as it blooms along the stream about the opening of the trout season.

One throb of love of nature which you can awaken in the child's heart is worth any number of dry facts which you can put into his head.—*Popular Educator*.

A SCRAP OF CONVERSATION.

BY M. D. K.

Two teachers were walking in one of the principal streets of a large city, one Saturday morning. They passed a flower window, it was a scene of enchantment.

A brilliant rainbow seemed to have dropped into that window taking the shapes of roses, camellias, violets, jonquils and tulips, and condensing into one purely white light in the fragrant lilies of the valley.

"Oh," said One, quickly, as she caught her breath in the surprise of ecstasy, as the vision flashed on her. She stood silently before that window drinking in a beauty that brought wet eyes.

"What would I not give if I could take that window to my schoolroom; I believe it would make every one of my children good, just to live in such an atmosphere.

"Oh; yes, it is all very pretty," said the Other, "but I guess you'd find it would take more than that to make angels of some of them. But see here, when you get ready come into 'Smith & Blodgett's'; I've got to see about a bonnet and I'll wait there for you."

One teacher joined the Other soon, with a suspicious little tiny parcel of white paper in her hand.

"Oh," exclaimed the Other, "Can you afford flowers?" The Other gave an order for a bonnet.

Thirty minutes later. "Let's drop into this book-store a moment," said One. "I hear the price of that book for the children is reduced, and I must try to get it."

"Yes, I'd like to have it too," answered the Other, "but if our committee don't buy my children books, they will have to go without." One bought the book.

Fifteen minutes later. "Can you step in here with me?" asked the Other. "I'll hurry and not keep you two minutes. But I am going to get a ticket for matinee this afternoon. They say the play is delightful, and I must have a little recreation once in a while; I never step out of the house during the week." The Other bought the ticket.

Certainly, teachers must have new bonnets; certainly, "committees" should buy the supplementary books for the children; certainly, teachers

need recreation; but—but, the schoolrooms of these two teachers, were the perfect reproduction of themselves. Both were called "good teachers," both worked hard; but if you were a mother, teachers, in which room would you rather have your child go?—*Primary Education*.

* Literary Notes. *

THE *Magazine of American History* for April contains, besides much other interesting and valuable matter, an illustrated article on "What Support Did John Brown Rely Upon?" by Robert Shackleton, jr., which is full of interest. The frontispiece is a portrait of John Brown in 1854. "The First Attempt to Found an American College," by Wm. Armitage Beardslee, will also be interesting reading to many. This is a valuable magazine for American teachers.

Our Little Men and Women for May contains not only May Day with the May Queen and her retinue, but it offers a loving tribute to the "soldier old and gray." It has stories to instruct, stories to entertain, and bits of history and physiology told in a way best suited to the beginner. It has poems just right to "speak in school," and pictures good and many. The number is an especially fine one. Price, \$1 a year, ten cents a number. D. Lothrop Company, publishers, Boston.

THE May number of *The Chautauquan* presents a broad range of subjects. Besides the scholarly articles written for students of the Chautauqua Literary and Scientific Circle, there are many papers discussing topics of the time, literary subjects, and home life. The article by Prof. Wm. E. Waters, on "In and About Modern Athens," is illustrated from photographs collected by the author in Greece during recent months; Edward Arden discusses "Organized Labor and the Law;" Dr. A. B. Hyde writes entertainingly of "The Religion of the Greeks;" Lieutenant Guy Howard, U.S.A., tells of "The Standing Army of the United States;" a very timely article is by C. R. Hammerton, on "Sanitary Science and the Coming Cholera;" George A. Rich gives "A History of the Fisheries." These are but a few of the many interesting articles which make up the number.

THE *May Popular Science Monthly* opens with a charming account of "Japanese Home Life," by Dr. W. Delano Eastlake, which has many characteristic illustrations. There is also a description of "The Oswego State Normal School," one of the best institutions of its class, by Prof. William M. Aber, with views of class-rooms and laboratories, and portraits of instructors. This will be of special interest to teachers. Prof. Byron D. Halsted contributes an illustrated article on the practical subject, "Decay in the Apple Barrel," and Prof. G. F. Wright defends his recently attacked book in an article under the title, "Evidences of Glacial Man in Ohio," also with many illustrations. The able argument by Herbert Spencer on "The Inadequacy of Natural Selection," is continued in this number, which contains half a dozen other articles of scientific and general interest. New York: D. Appleton & Company. Fifty cents a number, \$5 a year.

THE complete novel in the May number of *Lippincott's* is from the facile and well-tryed pen of Rosa Nouchette Carey. Its title is "Mrs. Romney." "A Pastel," by Cornelia Kane Rathbone, is a delicate and touching sketch of wasted loyalty and disappointed hope. It is illustrated throughout. James Cox furnishes a full and glowing account of "New St. Louis," illustrated with cuts of a dozen of its fine buildings. John Bunting traces the origin and history of "The Society of the Cincinnati." This article also is illustrated. Mrs. Gertrude Atherton supplies a short but appreciative account of the American sculptress, Kühne Beveridge, with a cut of her most notable work, "The Sprinter." Professor L. M. Haupt has a brief article on "Colonel Pope and Good Roads." M. Crofton, in "Men of the Day," gives sketches of William Morris, the poet, Arch bishop Satolli, and Secretary of War Lamont. The poetry of the number is by Louise Chandler Moulton, Dora Read Goodale, Charlotte Pendleton, and Arthur D. F. Randolph.

Book Notices, etc.

Any book here reviewed sent post-paid on receipt of price. Address The Grip Printing & Publishing Co., Toronto.

Logarithmic Tables. By Prof. G. W. Jones, of Cornell University. Macmillan & Co., London, G. W. Jones, Ithaca, N.Y. Fourth Edition. Size, 10½ x 6½. Pp. 160. By mail, \$1.

Eighteen tables, large open pages, clear type, fine strong, heavy paper; octavo, cloth. This is the best set of tables we have ever handled, and is undoubtedly the best book extant for our High School libraries. Besides the usual tables, it contains the factors of every composite number up to 20,000, and the logarithms of all primes to the same limits; table of squares, table of cubes, table of square roots, table of cube roots; tables of constants used in chemistry, engineering, physics, etc. It is beautifully printed, and needs only to be seen to be appreciated.

To cause gross natures to pass from the life of the senses to the intellectual life; to make study agreeable, to the end that the higher pleasures of the spirit may struggle successfully against the appetites for material pleasures; to put the book in the place of the wine-bottle; to substitute the library for the saloon; in a word, to replace *sensation by idea*—such is the fundamental problem of popular education.—*Compayre*.

THE Remington Standard Typewriter is used exclusively for the official business of the World's Columbian Exposition.

TEN years ago, Silas S. Neff, President of what is now known as the Neff College of Oratory, observing that a certain power of the mind had been overlooked by many teachers of Elocution, thus rendering the methods of instruction unscientific, proceeded to develop laws of teaching from a different basis. After seven years of constant study the results were so gratifying that he decided to organize a school. Instead, however, in July, 1889, the offer by the directors of the National School of Elocution and Oratory, to lease their school was accepted.

In three years the work had grown to such a degree, that the necessity of organizing a new school which should fully represent and be in harmony with the advanced ideas became evident to all familiar with the situation. On January 25th, 1893, by mutual consent, the lease was dissolved, all connection with the National School of Elocution and Oratory ceasing from this date, and The Neff College of Oratory, under which name the work is continued in the same building as formerly, without interruption, was organized.

See ad. of the Summer Session in Atlantic City, N.J., in another column.

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