

the room) were fine engravings of children's heads, groups of sheep, cows, horses, deer, squirrels, rabbits and homely barn-yard pets. A portrait of Agassiz occupied a conspicuous place on the front wall and a statue of Charles Sumner adorned a sunny nook in the rear. A large glass case in a side window accommodated two young alligators, brought from the south by a pupil, and an aquarium decorated a table in the middle of the room. A rubber tree, fifteen years old, rose to the raftered ceiling and formed the shade and centre-piece of an indoor garden, a circle of geraniums forming the border, the whole space taken up not exceeding three feet in diameter. Along the moulding below the blackboards were long, narrow tablets hinged to the wall and covered with specimens of the children's work in clay, carefully-modelled hand, stiles, flowers, fruits, shoes, potted plants, dishes, spoons, conch shells and many other articles, showing what they can do in this line. In the left-rear corner of the room an old-fashioned fireplace gave impression of comfort, and, at the same time, furnished an idea of the little people's work in paper-pasting—the row of "make believe" tiles decorating the hearth, having been prepared and arranged by them from their teacher's dictation. On the mantel were more designs worked out in clay, the whole forming an admirable exhibit.

One very interesting feature (and one that should be found in every primary room) was the reading table, shaped like a horse-shoe, little chairs being placed within the arch. Many of the standard works of juvenile literature lay on the cover, the greater number of the books were national in character. Two little lads were poring over an illustrated copy of *Heroes of Our War*, and, in answer to the writer's question, volunteered this information: "When you do your work well you may come up here to read while the other fellows get through." (Some of the other "fellows" were girls). No wonder that the Americans are so patriotic! Grade 1 children interested in heroes of our war, while their elder brothers and sisters in the upper hall raised their eyes from their collegiate studies to rest them on a mural tablet inscribed with the names of former graduates who had fallen in the same war—twenty-nine names offering their eloquent, though silent testimony, to love of country.

Another distinct feature of this school, and possibly the basis of its success, is the liberty of speech and action accorded to the pupils, the patter of feet and hum of voices make known the presence of children as soon as the door is opened. "We allow them all the freedom consistent with courtesy to each other and to their teachers; it establishes a kindly

feeling," said Miss Smith as a little girl skipped to her place at a rate of speed that would have stricken dumb with wrath one of those military martinets found masquerading as teachers.

The class-work was very interesting. The phonic method of teaching singing is employed, the words being first sounded and then written on the board, the children point them out as in our method, but use writing instead of print to reproduce them; print is considered a waste of time.

The assistant teacher gave a lesson in number, butterflies and daisies being the mediums through which she impressed the commonplace facts that the two and one are three, three less two are one. The four rules are taken together as far as possible, the signs and numbers drilled upon and the result of the lesson formulated in *figures*, no *strokes*. Groups of dots were placed on the board and instantly erased to test the child's perceptive power of estimating numbers without counting.

The kindergarten notes must be reserved for another paper, there was so much to interest and admire in the work and surroundings of those tiny tots instructed by Miss Wheelock, famous all over the continent for her skill as a kindergarten teacher.



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For the REVIEW.]

Programme of a Teachers' Institute.

UNDER TWO INSTRUCTORS.

FIRST DAY, forenoon—

Botany, Study of Buttercup and Use of Key.
Music, Tonic Sol-fa.
Mineralogy, Granite and Constituents.

FIRST DAY, afternoon—

General talk on course of study and work of school-room.
Botany, Study of Rose Family.
Music.
Entomology, Housefly and Insect Changes.

FIRST DAY, evening—

Talk on Returns and Register Keeping, and Tonic Sol-fa.

SECOND DAY, forenoon—

Music.
Botany, the Pulse Family.
Entomology, the May Beetle or Potato Bug.

SECOND DAY, afternoon—

Mineralogy, Lime, their different forms and uses and Plaster.

Music.
Entomology, the Grasshopper.

Excursion, which may consist of a walk to some point of interest, or a boat-sail or a drive.