The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY. ST. JOHN, N. B., MARCH, 1895. $1.00 PER YEAR.

G. U. HAY, Editor for New Brunswick. A. McKAY, Editor for Nova Scotia. J. D. SEAMAN, Editor for P. E. Island.

THE EDUCATIONAL REVIEW

Subscribers should promptly notify the REVIEW of change of address giving old as well as new address. Communications from New Brunswick should be addressed EDUCATIONAL REVIEW, St. John; from Nova Scotia and Newfoundland to W. T. Kennedy, Academy, Halifax, from Prince Edward Island to J. D. Seaman, Charlottetown.

CONTENTS:

THE pages of the REVIEW have always been clear and well printed. If this issue is more neat than usual, it is because its publishers, Messrs. Barnes & Co., have printed it in new type. Our readers will agree with us, that no periodical that comes to them presents a more excellent appearance, typographically, than the REVIEW.

IN the REVIEW of February, in answer to the inquiry of a subscriber where minerals suitable for illustrative lessons in schools could be purchased, the names of several houses in the United States were given. We have since been informed that a firm in Ottawa can furnish such collections. Our subscribers will be very glad to know this, and to give such houses the preference. It was only by accident that we obtained such information. If our home dealers were enterprising enough, they could easily obtain the patronage of our teachers, many of whom are anxious to obtain mineral and other specimens for illustrative lessons. Such dealers should advertise in the REVIEW.

We have received many assurances from our readers of the value to them of the premiums offered on another page. It is scarcely possible for our patrons to obtain, for almost nothing, so much valuable reading matter. The offers are still open. It should be remembered that advantage cannot be taken of these unless the subscription to the REVIEW is paid a year in advance from date of sending.

PERSONS proposing to attend the National Education Association of the United States at Denver, Colorado, in July next, would do well to intimate the same as soon as possible to the Chief Superintendent of Nova Scotia, who has consented to act as manager for these provinces.

THE Second Dominion Educational Association meets in Toronto on the 16th, 17th and 18th of April next, under the presidency of the Hon. the Minister of Education for Ontario. A public reception will be given at the opening meeting on Tuesday, at 8 p. m., in which representative educationists will take part, from the Hon. the Minister of Education for British Columbia to the Chief Superintendent of Education, Nova Scotia.

The following sections of the Association are also organized for the occasion: 1, The College and High School Department; 2, The Modern Language Association; 3, The Science Department; 4, The Classical Association; 5, The Mathematical and Physical Association; 6, Public School Department; 7, Kindergarten Department; 8, Training Department; 9, Inspectors' Department; 10, Public and High School Trustees' Department; 11, Historical Association.

Reduced rates, as usual, are offered on the railroads.

The Summer School of Science for the Atlantic Provinces of Canada, will meet at Amherst, July 3rd, 1895, and will continue in session a fortnight. The calendar, which has just been published, contains full information of the courses to be taken up and the instructors in each. Copies may be obtained from the Secretary, Mr. J. D. Seaman, Charlottetown. The public spirit of the citizens of Amherst, the many industries of that enterprising town, and the splendid opportunities for natural history investigation in the vicinity, will undoubtedly attract a large number of students.

The N. B. Natural History Society will hold a summer camp, beginning about July 20th, at Lepreaux, N. B. Arrangements are being made to invite a number of scientists from abroad to visit the camp. The gathering is looked forward to with great interest by members of the society.

The Harvard Summer School, the advertisement of which appears in another column, presents an attractive course to the student.

SOME NECESSARY LEGISLATION.

The N. B. Provincial Legislature has just been prorogued after a brief business-like session. Many useful measures, no doubt, have been passed, but in as far as relates to the schools, these have been left severely alone.

The rate-payers and teachers in this province, no doubt, consider the school system a satisfactory one, and this feeling seems reflected in our legislators, but there are some changes that would be beneficial, and attention has been drawn to them before by the REVIEW.

The present assessment law, by which the parish is made the unit instead of the district, needs revising. Many excellent reasons have been given for the change, and few, if any, valid ones have been advanced in favor of the present system.

A general assessment law is greatly needed for the whole province. Under the present system all kinds of standards of value are set up in the different parishes—the chief object being to lighten the proportion of county tax. Under such a system the valuation is often actually less than half what it should be, and the number of poor districts is largely increased in consequence.

It would be satisfactory to many of our best thinking people to behold some legislator bold enough to propose a compulsory clause in our school law on the floors of the house. Such a movement might not be successful at first, but it must come in the end, and would be hastened by consistent advocacy.

It would be very gratifying to the friends of secondary education to see some steps taken in the way of carrying out the excellent suggestions made by the Chief Superintendent of Education in his report for 1893, relating to high and superior schools. New Brunswick is plainly behind the other provinces of the Dominion in the matter of secondary education.

It was intimated in response to the request of the teachers expressed at the Provincial Institute that any teacher be eligible for senator of the university, that, with certain restrictions as to time of service, such a change would be regarded favorably by the government. No steps have been taken by the legislature as yet to give effect to this, and some disappointment is expressed in consequence.

It is no doubt satisfactory to some and disappointing to others that no change has been made in the school terms. It is usually good policy to avoid retrograde legislation.

THE STANDARD DICTIONARY.

The wonderful growth of our language is shown in that latest product—the Standard Dictionary of the English language, published by Funk & Wagnall. It contains nearly 300,000 words and phrases and nearly 5,000 illustrations, covering 2,300 pages. It is the joint product of two hundred and forty-seven editors, representing some of the best scholars of the age. The plan of the work is admirable. The pronunciation is distinctly noted and easily understood, the definitions are clear, concise, and exhaustive, and the illustrations, many of them, of great beauty.

The following are some of its distinguishing features: The etymology is placed after the definition; in the definition of words the most common meaning is given first; the scientific alphabet, recommended by the American Philological Association, is used in giving the pronunciation of words; quotations are used to verify or illustrate the meaning of important words, and the name of the author, book, and page, and the edition from which the quotation has been taken, is indicated; disputed pronunciation and spelling are referred to a committee of fifty leading philologists of the English speaking world; of words variously pronounced, the one first given is preferred by the work; the full page pictorial illustrations, made by the Messrs. Prang, are models of beauty.

We have not yet had time to examine with any degree of fulness this great work; but for convenience of reference, simplicity of arrangement, excellence of illustration and thoroughness of detail, it seems to possess in an eminent degree the excellences of a "People's English Dictionary." As a school dictionary, it would be of vast service to the rising generation. Teachers in New Brunswick who would like to have further information about this great work, should correspond with Mr. Geo. E. Price, Elliott's Hotel, St. John. The book is published either in one large volume, or in two volumes, and Mr. Price is prepared to furnish it to subscribers on the instalment payment plan if necessary.

Of the many favorable opinions given of the work, we quote from three representative scholars:

Edward Dowden, Professor of English Literature, University of Dublin, Ireland: "I am satisfied that the Dictionary will take a place in the highest rank of works of the kind."

Prof. Andrew Preston Peabody, Harvard University: "The 'Standard Dictionary' will prove of invaluable service, and will last while the English language remains essentially unchanged. It may need supplements, but will not have to be rewritten for three or four generations to come."

Prof. Wm. Clark, LL.D., D.C.L., F.R.S., Trinity College, Toronto: "As near perfection as we are likely to attain."

TALKS WITH TEACHERS.

As the time of normal school entrance examinations approaches and as many teachers and candidates entertain numerous misconceptions regarding them, I take the liberty of bringing a few points concerning them to your notice.

Mark this.—All holders of second or third class licenses who propose to enter the normal school in January, 1896, or to become eligible for examination for advance of class in June, 1896, are required to pass the preliminary examinations in July, 1895. Holders of third class licenses who have spent only one term at the normal school are required to spend an additional winter term at the normal school before they can be admitted to the closing examinations for advance of class.

Do not write for the requirements, they are specified in the school manual. The preliminary examinations begin the first Tuesday in July. Do not write to ask where they will be held. They are usually held in the same places, and you can usually ascertain on your arrival at the stations the precise locality. The fee for normal school entrance is one dollar, except the candidate has failed and is again applying for the same class, when she will be permitted to pass the examination without further charge.

Candidates are not to send certificates of age and character to the inspector. They are to be presented on entrance to the normal school. All applications must be sent to the inspector on or before May 24th. Do not begin to send them in March and do not delay them till June. The inspectors are away from home nearly all the time and these examinations impose a very large amount of additional work and responsibility upon them. They do not care to have it spread over half the year nor is it pleasant after their list has been alphabetically made out, according to classes, to have a few applications come in late. It is said the reception of late applications last year nearly caused a strike in the education office.

Let me add a few words in the way of advice to teachers preparing candidates. You are aware that the standard is being raised each year, and more is now required than at any former time. Be frank with your pupils. Encourage them to aim high. If they aspire to a first or second class license, keep them another year rather than let them go forward and fail, or perhaps content themselves with only a third. A third class license is only a painful necessity. It will not injure a girl to pass the age of sixteen before entering normal school. It will be a positive advantage to her to be much older before she assumes the responsibilities of a teacher. All the scholarship is now obtained in the schools. More time is therefore necessary. It is of the greatest importance to acquire sufficient book knowledge for first class before entering normal school. After you begin teaching opportunities for doing this are few and distractions are many.

First class teachers are already in greater demand, and this will increase. Why is this? First, because of the higher standard of scholarship required for teachers, and second, because a district having once employed them there is a desire created to engage them again. As the teachers render more valuable services I hope to see salaries keep step.

Watch the REVIEW for information regarding these examinations.

For the REVIEW.]

Notes on English.

TENNYSON'S "PRINCESS," V, 412–3.

Some time ago a reader of the REVIEW sent word to the editor — and he passed it on to me — that the articles headed as above had been much enjoyed, and that the said reader was sorry they had been discontinued. It was very nice on the reader's part to say this to the editor, and it was very kind on his part to pass the compliment on to me. But — and here's the rub — the readers of the REVIEW were distinctly warned that these Notes would be continued only on condition that they — the readers — should supply material for them. Every one has his own peculiarities, and one of mine happens to be a disinclination to assuming that the reading public must be interested in whatever I happen to be interested in. Were it not for this constitutional defect the "Notes on English" would have run on till now, or, if a change had been deemed necessary in the interests of the REVIEW, they might by this time have developed into "Notes on Things in General." They continued just as long as readers continued to supply questions or other material for the making of them. When the supply of straw was discontinued, the output of brick stopped also.

The appreciative reader mentioned above supplied no straw, so I simply swallowed his compliments and continued the lock-out in the brickyard. But now, after many days, another reader sends some more compliments, and backs them up with a bit of raw material which enables me to resume the work of note-making.

He wants to know what Tennyson means in the following passage from "The Princess:"

> "All that orbs
> Between the Northern and the Southern morn."

The passage occurs in canto V, lines 412–3. The previous ten lines should be read in order to get the connection of thought. Those who are not familiar with "The Princess" should read the whole canto, or, still better, the whole poem, for this purpose. But for the present we are concerned only with the passage quoted.

The querist says he has Rolfe's edition of "The Princess;" but, although the notes in it tell him much that he knows, and much that he feels no need of knowing, and much that he could easily find for himself, they have nothing to say on this puzzling passage. I happen to be more fortunate in this respect than my correspondent. I have an edition of "The Princess" which does contain a note on the passage, and I herewith make him and all other readers of the REVIEW a present of it. For reasons which I think will be obvious after perusal of the note, I withhold the names of the annotator and the publisher.

"Through all the wide circle of the globe, from pole to pole. The last line is eminently typical of the poet's periphrases — the introduction of the word "morn," besides conveying an idea picturesque in itself, connotes a suggestion of hope and coming glory. For "orbs" it seems impossible to find a synonym of a single word, or even a paraphrase, that shall be at once concise and adequate; it is one of those strikingly bold forms that the poet coins with such triumphant effect to suit his special needs; the word has, of course, reference in this passage to the spherical configuration of the earth, which curvature is predicated of the successive regions that lie upon the surface of the globe, etc."

* * * * *

In Goldsmith's delightful story of "The Vicar of Wakefield," he interrupts his account of a dialogue between two ladies of quality to mention "the very impolite behaviour of Mr. Burchell, who, during this discourse, sat with his face turned to the fire, and at the conclusion of every sentence would cry out "Fudge."

Perhaps Mr. Burchell's impolite exclamation may serve the turn of some reader of the above note. If he wants another comment on this specimen of commentary, he may find one by turning to canto I, line 44; and a still better one may be found in Hotspur's speech on Glendower's exuberant verbosity—

"Such a deal of skimble-skamble stuff."

It may not be amiss to remark that one or other or all of these quotations may be applied to some part or to all of this article, as well as—or instead of—to the note just quoted. This will depend entirely on the taste and fancy of the reader. The writer does not pretend to know what exactly the passage means. He considers that his duty will be discharged if he can succeed in indicating, in more or less clear fashion, what he takes it to mean.

* * * * *

It is not at all likely that any reader was ever troubled about the general meaning of the passage. He reads

"Over all that orbs
Between the Northern and the Southern morn"

and he thinks, "over the whole earth." Then, if he is in the habit of sipping instead of gulping the poetical nectar that comes in his way, he is apt to begin wondering what the poet means by "northern morn" and "southern morn" and "orbs." If he is familiar with his Tennyson he may remember the splendid passage in which the poet describes the flight of Excalibur as it went whirling through the air from the hand of Sir Bedivere:

"The great brand
Made lightnings in the splendor of the moon,
And flashing round and round, and whirl'd in an arch,
Shot like a streamer of the Northern morn."

And that other passage from "The Talking Oak," in which Olivia's lover invokes all arboreal blessings upon the faithful tree which has been the confidant of their mutual passion,—

"The fat earth feed thy branchy root,
That under deeply strikes!
The northern morning o'er thee shoot,
High up, in silver spikes."

If the "northern morn" and the "northern morning" of these passages are not quite clear to him, he may recall such facts as that in "The Dream of Fair Women" Tennyson turns the military formation which the Romans called "testudo," into literal English by the word "tortoise," and that he translates "metropolis" into "mother city" in the first canto of "The Princess," and into "mother town" in "In Memoriam." If the reader does recall these things it may begin to dawn upon him that the "northern morn" of "The Morte d'Arthur," and the "northern morning" of "The Talking Oak" are literal English translations of "aurora borealis," and that it is the "northern lights" that is meant. If he finds—as I assuredly think he will find—that this fits exactly with the context in these poems, he may feel like trying how it fits in the passage from "The Princess." And then I don't think the "southern morn" or the "orbs" will present much difficulty.

"Over all that orbs
Between the Northern and the Southern morn."

There are auroras in the southern hemisphere—aurora australis—as well as in the northern; and the Princess Ida looks forward to the good time coming when Woman

will plant down her "solid foot" and claim and gain all her rights, first "in our own land" and afterwards over the whole surface of the earth—from where the Eskimo sees the aurora borealis flame

"Red-pulsing up thro' Alioth and Alcor,"

to where the Maori sees the streamers of the aurora australis flash and dance among the stars of the Southern Cross.

Tennyson uses "orb" as a verb in the next canto of "The Princess," and in one or two of his other poems. A study of all the passages will, I think, leave the impression that, in the present case, while he may have been thinking only of the spherical form of the earth, it is not improbable that he was also thinking of its whirling motion. Perhaps, however, this notion has only grown up in my head because there the line

"Between the Northern and the Southern morn"

lies side by side with this line from "In Memoriam'—

"Betwixt the slumber of the poles."

A. CAMERON.

Yarmouth, N. S, March 1, 1895.

For the REVIEW.]

Natural History Lessons.

How often these lessons are an insult to nature? We do not follow natural methods, and consequently we do not get results sought for. Are we aware that in the average pupil the intellect or mind is cold and indifferent? Are we aware that the heart is warm and loving, and that the vital energy of their bodies is controlled by their passions? Let us then, as teachers, by our methods, move to proper action the passions or desires of our pupils, touch their hearts with a burning zeal for knowledge; and, lastly, interest and instruct their minds by enabling them to acquire that knowledge. First, let us teachers be a living example of all we expect our pupils to become. Let us lead and not drive. Let us teach more through the concrete and less through the abstract. Let us be practical, and let the child see and let its hands handle that which you would have it learn about. I was asked, when a pupil at school, to read, to memorize certain portions of text books relating to minerals, plants, and animals, and not to handle or inspect a specimen. I was indifferent, uninterested, and made little or no true progress. I never was taught to inquire into the cause of things—the whys and the wherefores. I never saw a chemical experiment performed by my teacher; I never examined even the common minerals or rocks in our neighborhood under the direction of my teacher; never a specimen of a plant or an animal either. As a natural consequence, I was placed at a disadvantage, and deprived of an education that natural methods would have given me.

During the first years of my teaching I followed the ways of my teachers. After attending a second term at Normal School, and having caught a portion of the zeal and spirit of one of my teachers, Mr. John Brittain, a new epoch in my life began, and has been followed by vastly different results. Last spring, we procured a specimen of the migratory thrush (*Merula migratorius*) or American robin. We examined its plumage thoroughly, naming and describing its different parts. We discussed its relations to the animal world, classified it and had the pupils find out all about its habits, etc. We examined several other birds by means of the real specimen, and all the birds we came in contact with in our neighborhood by means of pictures and descriptions. We had regularly organized excursions for Friday afternoons and Saturday mornings, to the fields and woods.

A few days ago, one of my pupils, a boy of grade VII, brought to school a specimen of the common crow (*Corvus americanus*) which his father had shot. On the Friday following we were to have a lesson on the mineral kingdom, but I postponed it, and announced in its place a lesson on the crow, asking them to find out all they could about one, etc. By the time the day arrived, with the help of some of my boys, we had the specimen prepared for a lesson to illustrate the muscles and skeleton of birds. The lesson on the Friday afternoon was one of the most interesting to all concerned I ever gave. The week following a blue jay (*Cyanura cristata*) was brought in. We reviewed the lesson previously given on the plumage and skeleton of birds. Then I put a drawing of the bird on the board, and had the entire school copy it. The pleasure and instruction they derived were more than can be described. They are inquisitive, and I teach them to be so. Sometimes I can answer their queries, and when I cannot, I search and get an answer for them. They are constantly using their eyes, and whatever strange thing they find, it is brought to me to to investigate, and when proper and convenient, to give a lesson from. Thus they are taught to use their eyes. A number of the girls came to me the other day, and their spokesman said: "Mr. —— are you going to take us on excursions this spring and summer to study plants and animals as you did last?" You can all imagine the glee they were in when I told them I was if nothing happened to prevent.

Now, these are hastily written ideas and accounts. I hope the editor of the EDUCATIONAL REVIEW will find space in that valuable journal for this letter.

SUBSCRIBER.

Hopewell Hill, N. B.

For the REVIEW.]

Our Birds.

We have much pleasure in giving here a second instalment of Mr. Hickman's observations of the fall migration of birds at Pictou, as a good example of what can be done. The names are mostly those recommended by the American Ornithological Union. The observations on northern migrants and northern and southern migrants, will complete a good example of observations for one season.

It is very desirable, as some of our local lists show, that we should all come to use the same English name for each bird. As the ornithologists of the continent have already agreed upon such names, the REVIEW will always endeavor to make them more common.

SOUTHERN MIGRATION OF BIRDS AT PICTOU, N. S., FALL OF 1894.

(Observed by W. A. Hickman.)

NAMES.	WHEN LAST SEEN.	REMARKS.
1 Bronzed Grackle.	8 August,	Very common, builds.
2 White-bellied Swallow,	17 do	do do
3 Cedar Waxwing,	17 do	Not common.
4 Bobolink,	22 do	Very common, builds.
5 Wood Pewee, (Flycatcher),	22 do	do do
6 Purple Martin,	22 do	Not common.
7 Black-billed Cuckoo,	24 do	Not common.
8 "Wilson's Blackcap" Flycatcher	24 do	Rare.
9 Warbling Vireo,	24 do	Rare.
10 Worm-eating Warbler,"	24 do	Rare.
11 Humming Bird,	28 do	Very common, builds.
12 "Maryland Ground Warbler,"	30 do	Very common, builds.
13 "Golden-crowned Thrush,"	31 do	Rare.
14 Purple Finch,	1 Septem.,	Very common, builds.
15 Barn Swallow.	1 do	Very common, builds.
16 Yellow and Black Warbler,	1 do	Very common, builds.
17 Night Hawk,	3 do	Common, builds.
18 Cliff Swallow.	3 do	Very common, builds.
19 Yellow Summer Warbler,	6 do	Very common, builds.
20 American Redstart, [bler,	9 do	Very common, builds,
21 Black-throated Green Wood War-	9 do	Very common, builds.
22 Yellow-red Poll Warbler,	14 do	Very common, builds.
23 Tawny Thrush.	20 do	Common, builds.
24 Chimney Swift,	21 do	Very common, builds.
25 Sparrow Hawk,	26 do	Not common.
26 Red-eyed Vireo,	23 do	Very common, builds.
27 "Tyrant Flycatcher" (Kingbird)	24 do	Very common, builds.
28 American Goldfinch,	24 do	Very common, builds.
29 Golden winged Woodpecker,	24 do	Very common, builds.
30 Chipping Sparrow,	28 do	Very common, builds.
31 Hermit Thrush,	30 do	Common, builds.
32 Yellow-rumped Warbler,	2 October,	Very common, builds.
33 Solitary Sandpiper,	8 do	Common.
34 Rusty Blackbird,	11 do	Very common, builds.
35 American Goshawk,	11 do	Not common.
36 Olive-backed Thrush,	11 do	Common, builds.
37 Red-tailed Buzzard,	12 do	Common.
38 American Osprey,	13 do	Not common, builds.
39 Kingfisher,	13 do	Very common, builds.
40 Pigeon Hawk,	17 do	Common, builds.
41 Marsh Hawk,	20 do	Common.
42 American Bittern.	20 do	Common, builds.
43 Field Sparrow,	20 do	Very common, builds.
44 Common Tern,	20 do	Very common, builds.
45 White throat Sparrow	21 do	Very common, builds.
46 Song Sparrow.	22 do	Very common, builds.
47 Wilson's Snipe,	24 do	Very common, builds.
48 American Woodcock,	29 do	Common. builds.
49 Great Northern Diver,	6 Novem.,	Common.
50 Scaup Duck,	7 do	Common.
51 Snowbird,	10 do	Very common, builds.
52 Dusky Duck,	10 do	Very common, builds.
53 American Robin,	11 do	Very common, builds.
54 Surf Duck.	11 do	Common.
55 Golden-eyed Duck,	19 do	Very common.
56 Long-tailed Duck,	19 do	Not common.
57 Red-throated Diver,	19 do	Common.
58 Red-breasted Merganser,	19 do	Very common, builds.
59 Pied billed Grebe,	19 do	Common.
60 American Black Scoter,	22 do	Very Common.
61 Goosander.	24 do	Not common.
62 Common Gannet.	30 do	Not common.
63 Bonaparte's Gull,	6 Decem.,	Very common.
64 Great Black-backed Gull,	13 do	Very common.
65 American Herring Gull,	18 do	Very common.
66 Great Blue Heron,	.....	Common, builds.
67 Shore lark,	Seen only on March 3,	Rare.
68 Great Northern Shrike,	.....	Rare.
69 American Shrike (?)	.....	Rare.
70 Pine Creeping Warbler,	Seen only on May 19,	Very Rare.
71 Blackburnian Warbler,	Only one seen May 30,	Very rare.

NORTHERN MIGRANTS, PICTOU, 1894.

NAME,	ARRIVED FROM NORTH.	REMARKS.
Golden-crowned Kinglet,	20 August,	Very common.
Pine Linnet,	6 Septem.,	Very common.
Winter Wren,	12 do	Rare.
Pine Grosbeak,	8 October,	Common.
Red-poll Linnet,	13 do	Not common.
Hudsonian Titmouse,	20 do	Common.

NORTHERN AND SOUTHERN MIGRANTS, PICTOU, 1894.

NAME.	ARRIVED FROM NORTH	DEPART FOR SOUTH.	REMARKS.
Golden Plover,	19 Septem.,	.....	Rare.
Black-bellied Plover,	23 do	11 October,	Not common,
Ring-necked Plover,	18 do	8 do	Common.
Fox-colored Sparrow,	13 October,	15 do	Rare.
Spotted Sandpiper,	30 August,	9 do	Not common.
Peep Sandpiper,	13 Septem.,	8 do	Very common.
Greater Yellow Legs,	23 August,	13 do	Common.
Lesser Yellow Legs,	17 do	8 do	Common.
Canada Goose,	.....	6 Decem.,	Very common.
Brant,	.....	22 Novem,,	Very common.
Esquimaux Curlew,	20 Septem.,	8 October,	Not common.

JANUARY BIRDS IN YARMOUTH CO., N. S.

According to request in January REVIEW, I send list of birds seen by the scholars of Hebron school during this month:—

1, Crow; 2, Snow-birds; (some white, some grey); 3, Chickadee; 4, English Sparrows; 5, Raven; 6, Wild Goose; 7, Field Sparrow; 8, Wild Duck; 9, Birch Partridge; 10, Hawk; 11, White Gull; 12, Blue Jay; 13, Gray Owl; 14, Wood Pecker; 15, Cat-bird or Meat-bird; 16, Blue-bird; 17, Robin; 18, Black-bird; 19, Loon; 20, Crane; 21, King-fisher; 22, Snipe; 23, Whistler; 24, A small bird about the size of the Chickadee, with black head, wings and tail, and light yellow breast. G. P. MCLEOD.

A horseshoe to be affixed without nails has been invented.

For the REVIEW.]

Unification of the Course of Study.

An examination of the ordinary course of study, as prescribed by Boards of Education, will reveal an utter lack of attempt at unification. Subjects and divisions of subjects are placed for the different grades without any attention being paid to the relation of the one to the other.

Studies are but means to an end, and that end the development of the entire boy, and not merely his mind. To this end special emphasis should be laid on those subjects that cultivate the observation, judgment and self-regarding powers. To develop the judgment nothing is better than that each subject has a dependence upon all the others, and that the course be so arranged that that interdependence must be observed.

In the body the health of one system depends upon the others,—respiration upon circulation, both upon digestion. As in the physical, so in the mental is there the same interdependence, and the skilful educationist will make provision for the same.

In the formation of a course of study the "greatest good to the greatest number" should be the motto. Reference, therefore, should be given to subjects of the greatest utility, and subjects that will be easily and profitably prosecuted by the student after his school-days are over.

School-life to the majority being but short, the subjects of most general interest should have the preference. Physical, mathematical, linguistic, scientific, historical, so arranged that there be a complete unity.

The proper teaching of these subjects will be but the giving of an impetus to their future prosecution. The physical prepares for the good craftsman. The mathematical for the exact man in thought, etc. The linguistic to the student of books. The scientific to the admirer and student of nature. The historical to the hero worshipper and imitator of the heroic.

Why not one subject and not this variety? The natural sciences will not train to courage and endurance however well they may develop observation; gymnastics will not serve the purpose of history. "A study has as many values as uses—one major and at least two minor values." In all studies there is a disciplinary value which depends upon the presentation of the subject. The fullest disciplinary value of a study is often seriously interfered with by the manner, time and place of its introduction into the school curriculum. To secure the full disciplinary value of any study the course must form an organic whole.

Of the five divisions indicated none are independent of the others; if shown that they were or could be, then should they be removed?

If greater prominence be given to one, it should be language—and English language at that. Whatever may be the opinion and practices of the colleges and universities as to the relative value of English and classics, there can be no doubt as to their relative position in the common school. Make expression a *sine qua non* of all studies, every subject a study in the use of correct English.

Closely related to the study of language is that of history. In this due attention should be paid to character building—"that subject which, with its colleague, geography, makes the whole world kin." S.

For the REVIEW.]

School-Room Chats.

Teachers, like verbs, have voices, moods, tenses, numbers and persons. True, some verbs have no voice and express state or condition rather than action. And some teachers have no voice either, and their rooms express a state or condition. That state or condition I will not attempt to describe. It is a survival of about 200 cubic metres of what existed when "the earth was without form and void."

In the beginning a Voice brought order out of chaos and that Voice is echoed, feebly and humbly, yet truthfully by the voice which day by day orders the school-room, and shall be echoed down the ages until the world is brought into harmonious accord with the design that is perfect.

The only verbs which have voice are those whose expressed action is not confined to the doer but passes on to an object. The analogy is plain. Unless the teacher's voice reaches the object there is really no voice at all. The voice may be loud, harsh, querulous, and fault-finding and yet be "confined to the doer." The teacher is seeking to reach the pupil,—to aid, to instruct, to inspire;—and if this be not accomplished the voice has not reached its object. Again the voice may be low, musical and sympathetic, and yet easily pass over to the object. Which is the better? Which do you use?

Fellow-teacher, your voice is a powerful weapon. Make its vast possibilities your own. Have it under perfect and intelligent control and it will be more to you than a Toledo blade to a dexterous swordsman. With it you will be able not only "to feint, to thrust, to guard" but more beneficently "to pull down, to build and to plant."

Let your ordinary voice be full and sympathetic, of an average pitch,—lower rather than higher. In your commands or rather requests—for all commands should take the form of requests—be in a kindly yet confident,

a friendly but firm voice that can suggest to the person addressed no thought of anything but instant and willing obedience.

Ought a teacher ever speak loudly? Yes, certainly, although not when the house is on fire. Let the vivid reality of some scene in the history lesson, or the power and eloquence of some rhetorical passage carry off both teacher and class. Let there be the flashing eye, the animated countenance, the fire of enthusiasm. Don't let the children think you an unimpassioned miniature iceberg or a raven with only one monotonous croak. In verbs voice is a variation, etc. Let your voice show variety. So many different things can be expressed by the same word uttered by a trained and flexible voice.

When questioning a class or giving an explanation, though the voice be rich and mellow let it be as clear and distinct as the ring of the hammer-stroke upon the anvil. And if occasion requires it may not be wrong once in a long time to let the voice by its decided tone indicate that its owner has a will that doesn't waver, and a hand that is not only uniformly gentle and helpful but also strong.

Isn't there one musical note that varies in its pitch? If not, there is a class-room note and a most important one too, namely, B natural. Some clergymen have one voice for the sermon and another for the sofa. Don't imitate them. Be natural. And if you cannot, then ascend the platform, touch the bell for perfect silence, and when every eye is fixed on you and "the eager breath of pleased attention curls each parted lip" look solemn and say: "Children, I have made a mistake, my style of teaching is stiff and unnatural. I can no longer bear the guilt of making your school work a soulless and mechanical thing. I may live many years, yet I now go the way whence I shall not return. Good bye.' Then close the school-room door from the outside.

Writing in Primary Grades.

[Read at the March Meeting of the Victoria School Teachers' Association, St. John, by Miss H. D. Gregg.]

* * * The manual art of writing is to be included among those branches of instruction which, from their value as instruments in after life, are indispensable parts of school work. A knowledge of the qualities of good writing will enable the teacher to guide the efforts of her pupils, even though she has not herself a high degree of skill in writing. But I think she should aim at acquiring this as much as possible; for, though it will not secure, it has, certainly, great influence on her success in teaching. It operates both directly and indirectly; directly, in respect that it enables her to present better models for imitation, and makes her alive to faults which she would otherwise overlook, or not justly estimate; and indirectly, inasmuch as she will certainly value this branch of instruction more highly, and be more interested in teaching it. If experience shows that one need not despair of teaching well who cannot herself write well, it is still not to be doubted that however well one may teach without practical skill she will teach all the better with it. Fidelity of imitation is essential on the part of the pupil; and how to secure it is one of the great problems in teaching writing. The teacher should watch the progress of the pupil, and make all her corrections with reference to the model; give explanation of each new lesson to the class, referring to the model either on the board or on the copy line. And in the manner of a short oral lesson, she should put questions to be sure that they comprehend it. Then, when the class is writing, she should be vigilant in superintending their performance, pointing out faults, or, what is better, requiring the pupil to point them out, by comparison with the model, on being told the letters in which they occur, and frequently correcting them, by guiding their hands to the true formation. This should not be done when a whole page is written and the lesson finished, because it cannot then be done to any purpose; it should, if possible, be done line by line in course of the exercise, when there is still opportunity to impress the amendment. This will, moreover, accustom the pupil to scrutinize each line she writes, and so to try to make each better than the preceding. Finally, the teacher should note any errors prevalent in the class, and correct them publicly on the board, either at the conclusion of the lesson, or at the beginning of the next. We should require all written work to be carefully done, and accept nothing but the pupils' best efforts. Error is sometimes made in protracting the time of the writing lesson, especially with the younger pupils. It cannot but be prejudicial for them to continue writing after the hand is fatigued. And just here I must say, that I cannot find words forcible or strong enough, to condemn the habit in our schools of giving pupils long and tiresome punishment lessons in writing, after school, when their hands are perhaps tired and cramped from previous exercises. It certainly must undo all the teacher's work of the day, because these poor weary pupils will hurry through the long list of words, in order to leave school, and consequently the writing suffers. Would it not be better to impose a memory lesson, or some example in arithmetic—anything rather than undo all the teacher's hours of patient toil and watchfulness. The perception of form requires to be cultivated like any other exercise of the senses. The eye cannot appreciate an intricate

form if it has not been exercised upon a succession of simpler forms leading up to it. The pupil should therefore bring to her writing an educated eye. The forms she is called on to imitate are complex; the simplest of them is so when observed for the first time. If she has not been taught to observe accurately, she cannot be expected to imitate accurately. I have been asked if I am not violating an educational maxim by teaching my pupils to make the letters first, before giving them words or sentences,—in other words, "the parts before the whole." I cannot see that I err in this, because pupils in the second or third standards have learned the alphabet and are required to spell words. Therefore, they know that sentences are made up of words, and that words are composed of letters, then why is it wrong in this case to teach the elements in writing from the very beginning. I have tried both plans, and it is only since I have adopted my present system that I have secured any amount of success.

The pupil must write legibly and neatly, at whatever expense of time, before she thinks of writing quickly. With a view to legibility, the round hand should be taught in school as much as possible. Upright characters are more legible than sloping, therefore the less sloping we make the characters the better. A much sloping style should be discouraged, as it is indistinct, and is not redeemed by any saving of time. The matter of posture should be attended to very carefully at the outset, when it is as easy for the pupil to adopt the right one as the wrong: a bad habit will become very difficult to correct. Also the holding of the pen or pencil, which in my experience is the most difficult thing the teacher has to contend with, and which, I think, cannot be altogether accomplished in either one or two grades. No course of study is the mere haphazard, spasmodic effort of any one teacher, but a cultured growth, the result of many experiences, and the combined thought and wisdom of many doers and thinkers. We are not all born teachers, any more than poets, but an earnest cheerful heart, with willing, sympathetic endeavor and unfailing hope, can bring a worthy success within the reach of every intelligent teacher. The personal influence of the teacher is of the first importance; the power to control and direct invaluable; the magnetism which shall inspire and incite to earnest, loving effort is a necessity to the successful teacher, who must ever seek for some means of securing a closer sympathy with her pupils, some way of presenting the subject more naturally, and more efficiently. If we can awaken or preserve the enthusiasm, quicken the interest, and secure the attention of our pupils, there must be progression in our work. Not a line should be gone over without something to stimulate enquiry, and call forth the new and more strenuous effort, something whose successful accomplishment shall give a fuller satisfaction. Cheerfulness has the effect of sunshine on a landscape. It keeps the pupils pleased with themselves; disposes them to do their best; and gives them a liking for their work. And, not below the teacher's regard, but cementing the very foundation of her influence, is the glad recognition of well-earned success, and sincere regret for failure.

Nova Scotia School Report.

We have just received the Nova Scotia School Report for 1894. The first part contains the superintendent's report; the second part, the statistical tables; and the third part, the reports of the normal school, inspectorial districts, special institutions, etc. The frontispiece is a beautiful representation of Pictou Academy, which has been for several years under the able principalship of Mr. Robert McLellan, formerly inspector of District No. 9. Elsewhere the new school house at Amherst is shown. In regard to heating, ventilation, and fitness for school work, it more than compares favorably with any other school building in Nova Scotia. These beautiful cuts add much to the attractiveness of the report. They will be useful in stirring up other sections to make improvements in their school-houses.

The superintendent's report covering forty-three pages merits special attention. He points out that the school year has been one of remarkable activity in educational work. There were thirty-two teachers more than in 1893. Only seven per cent of the sections were without schools. An increase of twenty-two per cent in the number of normal school teachers would show that the people are beginning to set a higher value on experience and professional training. Only twenty-one per cent of those now engaged in teaching have been at a normal school. On an average the salaries were higher in the advanced grades, but there was a considerable increase in the number of Grade D teachers and a lowering of their average salaries. The common school course of study, which in the first place was drawn up by the ablest teachers of the province, has been simplified, in that less memory work is required. The three R's receive as much attention as ever they did. The proportion of time given to the five "fundamental disciplines" is about as follows:—

Language forty per cent; mathematics twenty-two per cent; science sixteen per cent; history nine per cent; and manual art thirteen per cent. This is believed to be about right. The high school course has also been

simplified, improved and adapted to the average healthy pupil. Exceptional cases require, not a weakened course of study, but ready tact and sound judgment on the part of the teacher. Voluntary examinations are now held for the benefit of all high school students as well as for teachers. The large numbers wishing to receive government recognition of their school work shows how great the value they place upon the privilege.

Regarding the Chicago Exposition a paragraph from the report of the Executive Commissioner, Mr. Larke, is as follows:—

"Nova Scotia had 352 exhibits which made a very neat and attractive court. While it was not so extensive as some other exhibits, yet for showing the thoroughness of Nova Scotia's school methods, the varied character of her educational institutions, and the wide diffusion of knowledge amongst her people, it answered the purpose most admirably, the kindergarten work especially of pupils five and six years old being equal to that of pupils of seven and eight of the United States. It was the subject of much praise by visiting educationists. Seven awards were given, and the diplomas testify in their wording to the correct method and the general excellence of Nova Scotia's school system."

For the benefit of those of our readers who may be unable to see the superintendent's report, we give a few extracts.

In showing that there is a remarkable development of sentiment in favor of trained teachers, he says:

"The rule now everywhere is a professional course of training for a term of from one to three years. Until we can afford to do a little more in this direction in Nova Scotia, we cannot expect that the most perfect course of study in the world will produce good schools in every school section. The school can never be like anything else than the teacher."

In speaking of music, he says:

"The staff notation of music proved too cumbrous for successful application under our conditions. It is no wonder, then, that the tonic sol-fa notation, which has made possible so tremendous a revolution in school music in Great Britain, and even in Ontario, should be enthusiastically received here. It enables us to save very much time and effort, and accomplish results in the majority of schools impossible under the old conditions. And what is the time absorbed in the long school day of the average school in this health-giving, voice and ear training, and "nerve" restoring exercise?"

He credits the people's representatives with adding two new text-books on hygiene and temperance to the prescribed list.

They are with the pupils the best liked books on the prescribed list. They are attractive as readers, interesting as sources of information on common things, and beneficial in their influence. * * * As these Health Readers also serve as reading books, the time absorbed in their study might to a great extent be counted as spent in the study of English.

Training in accurate observation of nature

"Is becoming much more essential for success in the world now than it was formerly. While useful to all, it is especially important to the farming and horticultural industries. Why should not pupils travelling back and forward morning and afternoon from the schools in country sections be amusing and instructing themselves in noticing the wealth of beauty and natural law in the earth, rock, water, vegetation, air and sky around them? A few daily hints from a competent teacher would enable them to make their daily tramp to school more pleasant, and therefore their school more delightful. * * By developing this side of the school life, the tendency will be to increase the number of intelligent young men who will devote themselves to the producing industries."

There is so much of value in this report that we may return to it in a future number of the REVIEW.

Atlantic Province Students at McGill.

The February number of the REVIEW contained a list of students from the Atlantic Provinces attending Cornell University. Below we give a list of students attending McGill University, Montreal:

FACULTY OF MEDICINE—*Undergraduates.*—R. H. Burrell, Yarmouth, N. S.; J. E. Callaghan, Lake Verd, P. E. I.; J. J. Doyle, Halifax, N. S.; J. A. Johnston, Kinkora, P. E. I.; W. Johnston, Charlottetown, P. E. I.; J. A. Lockary, St. Stephen, N. B.; G. P. McDougall, Lot 14, P. E. I.; W. P. McNally, Summerside. P. E. I.; C. H. Morris, Windsor, N. S.; L H Morse, Bridgetown, N. S.; H. W. Peppers, Lower St Mary's, N. B; H. Smith, Acadia Mines, N. S; H. M. Stanfield, Truro, N. S; F. W. Tozer, Newcastle, N. B.; J. B. Trainor, Kelly's Cross, P. E I.; S. N. Bonnell, Sydney, N. S; J. L. Churchill, Lockport, N. S; F. A. Corbett, B. A., Parrsboro, N. S.; M Donahoe, Cardigan Bridge, P. E. I.; W. K Dunbar, New Glasgow, N. S.; E. C. Fish, B. A., Newcastle, N. B.; D. Grant, Pictou, N. S.; F. W. Wheeler, B. A., Forenceville, N. B.; T. S. Tupper, Fredericton, N. B.; J. A. Sutherland, River John, N. S.; A. Sterling, Fredericton, N. B.; C. P. Steeves, B. A., Lower Coverdale, N. B.; H. A. Smith, North Sydney, N. S.; R E. G. Smith, Woodstock, N. B.; R B Shaw, Covehead, P. E. I.; J. H. Secord, Summerside, P. E I.; R O. Ross, B. A., N. E. Margaree, N. S.; N. Rea, Huntingdon, N. S.; A. H. Prescott, Queensbury, N. B.; L. R Morse, B. A., Laurancetown, N. S.; H. K. McDonald, Pictou, N. S.; D. H. McAllister, Belle Isle, N. B.; J. F. Macaulay, River Dennis, N. S; C. C. Alexander, Fredericton, N. B.; L. X. Anthony, Berwick, N. S.; H. J. Chapman, Port Elgin, N. B; S. Cummins, B. A., St. Stephen, N. B; St. C. G. Gallant, Charlottetown, P. E. I.; J. P. Grant, New Glasgow, N. S.; H. N. Keith, Havelock, N. B.; J. H. King, Chipman, N. B.; H. T. Knapp, Sackville, N. B.; G. J. McNally, Upper Kingsclear, N. B.; B. S. Price, Kings Co., N. B.; H. M. Shaw, Berwick, N. S; W. W. Wickham, Summerside, N. S.; W. L. Ellis, St. John, N. B.;

G. Alley, Charlottetown, P. E. I.; — Bayfield, Charlottetown, P. E. I.; J. Bell, New Glasgow, N. S.; G. C. Corbett, St. John, N. B.; Jas. Chisholm, New Glasgow, N. S.; A. M. Covert, Grand Manan, N. B.; R. E. Delaney, Cape Breton; R G. Duncan, Bathurst, N. B; W. J. Egan, Sydney Mines, N. S.; B. Francis, Sydney Mines, N. S.; J. C. Houston, New Glasgow, N. S.; J. Hart, Cape Breton; C. H. Haydon, St. John, N. B.; J. F. Macaulay, St. John, N B.; T. Morris, St. John, N. B.; C. S. Morton, St. John, N. B.; J. MacLeod, Kentville, N. S.; F. P. Patterson, Saint Martins, N. B.; W. O. Rose, Lakeville, P. E. I; A. E. Loden, Petitcodiac, N. B.; A. M. Smith, Petitcodiac, N. B; C. B. Trites, Petitcodiac, N. B.; J. C. Outhouse, St. Andrews, N. B.; L. J. O'Shaughnessy, Oldham, N. S

FACULTY OF ARTS—*Undergraduates.*—Robt J. Douglas, Earltown, N. S.; Donald M. McLeod, Springton, P. E. I.; Wm. S. Ferguson, Marshfield, P. E I.; Alf. E. Gordon, Alberton, P. E. I.; John C. Robertson, Kings Co., N. B.; Major H. MacIntosh, Summerside. P. E. I.; Reginald H. Rogers, Alberton, P. E. I.; J. L. W. Gill, Charlottetown, P. E. I.; H. S. McLeod, Dunshaffnage, P. E. I.; T. R. Macmillan, Newhaven, P. E. I.

DONALDA DEPARTMENT—*Undergraduates.*—Susan E. Cameron, St. John, N. B; Katharine H. Travis, Hampton, N. B.; Margaret L. Holden, St. John, N. B.; Muriel B. Carr, St. John, N. B; Jeanette C. McPhail, Orwell, P. E. I.; Laura A. Young, Charlottetown, P. E. I. [Graduated in Arts, June, 1894: Agnes L. Warner, St. John, N. B]

DEMONSTRATOR IN THE SCIENCE FACULTY.—G. S. Smith, B. Sc., Petitcodiac, N. B.

SCIENCE—*4th year.*—G. S. Dobson, Dorchester, N. B.; M. E. Griffin, Georgetown, P. E. I.; H. M. Scott, Charlottetown, P. E. I.; G. D. McDougall, Amherst, N. S.; J. Primrose, Pictou, N. S.; J. R. Scammell, St. John, N. B. *3rd year.*—H. A. Chase, Kentville, N. S.; H. E. Huestis, Halifax, N. S.; H. M. Archibald, Truro, N. S.; H. A. Bayfield, Charlottetown, P. E. I.; J. W. Gill, Little York, P. E. I.; G. G. Hare, St. John, N. B. *2nd year.*—W. T. Chamberlain, Halifax, N. S.; J. E. Macdonald, New Glasgow, N. S.; P. W. Macdonald, West Bay, N. S.; G. D. MacKinnon, Charlottetown, P. E. I.; G. R. Macleod, Uigg, P. E. I.; A. B. Newcombe, Lakeville, N. S.; C. D. Simpson, Westville, N. S; Louis Yorston, Pictou, N. S.; B. C. Travis, Hampton, N. B. *1st year.*—R. P. Weldon, St. John, N. B.; N. C. Mitchell, Halifax, N. S; J. Pinder, St. John, N. B.; E. G. Mathewson, Brackley Pt., P. E. I.; T. Irving, Vernon River Bridge, P. E. I.; W. M. Macphail, Orwell, P. E. I; T. A. Maclean, Charlottetown, P. E. I,; G. A. McCarthy, Moncton, N. B.; Ralph Macdonald, Antigonish, N. S.; H. P. Archibald, Antigonish, N. S.; J. T. Hawker, St. John, N. B.

PRESBYTERIAN COLLEGE (affiliated with McGill University)—*2nd year, Theology*—J. S. Gordon, B. A., Alberton, P. E. I; W. M. Townsend, B. A., Traveller's Rest, P. E. I. *1st year, Theology*—G. D. Ireland, Alberton, P. E. I.; H. T. Murray, Belleisle, N. B.

Seeds 2,000 years old have been known to sprout.

Teaching Primary Reading.

The first step in teaching children to read is to impress some valuable idea upon their minds. Here full play should be given to the use of objects, pictures, illustrations, and of observation.

The second step is to give and teach the names or objects or word-pictures. The idea will aways be best impressed by the thing itself, if possible; or by some likeness or picture, or by some illustration; then the word or name-picture must be associated with the thing, until the one will instantly suggest the other; the same as the picture of a lion will suggest the lion himself.

This may be called the "Word-Method" following the "Ideal-Method."

The third step is to analyze each word learned, into its elementary sounds, and then re-combine or synthetize the sounds into the original word again.

This may be called "The Phonic Method," and it should be always used and followed up until the children can easily pronounce each new word at sight perfectly, or as soon as the meaning or idea is given. This exercise should be continued until each real sound, in the new name, can be enunciated and then re-combined or synthetized.

The fourth step is to be sure that the children have learned the common name of the letters at sight, which are used to represent each elementary sound, and to give the names of all the letters in their usual alphabetical order.

This may be called the "Alphabetic Method."

The fifth step is to make use of the new words learned, by constructing sentences—progressively, from simple to more complicated forms.

This may be called the "Sentence Method."

The sixth step is to teach the children to construct or make the words when learned, with the pencil or chalk, to the degree of perfection that may be desirable.

When these steps have been properly taken there will be very little difficulty, for ordinary children, to read any common or ordinary words; but when new words are introduced, they must be learned in the way above pointed out. The child thus taught will be a distinct, fluent reader.

All this can be accomplished easily in one half of a common school year in addition to a large amount of other necessary training.

But in order to perfect this "Eclectic Method" of teaching first lessons in reading, I have selected twelve words—monosyllabic, object words, which contain all the letters of the English alphabet, and represent twenty-four of our forty-one elementary sounds. No letter in these twelve words represents more than one

sound. Two ll's represent the l sound, and n and g represent the sound of ng. These are the twelve words selected: Cab, lad, hen, fox, jug, wing, yak, map, quill, rod, vest, and adz.

These words must be learned objectively, then analyzed and synthetized, phonetically, aud the names of each letter, or of the letters also, representing each word.

This is done, so that the names of all the letters may be learned before the pupil's mind is confused with more than one sound of any letter.

When the words on the first chart are quite familiar, then I introduce the seventeen other elementary sounds, which are represented by the following sixteen new, monosyllabic, object words; whose letters have been already learned. These words are as follows: Cake, ball, car, deer, pipe, rope, church, spoon, foot, flute, thumb, scythe, ship, rouge, boy and cow.

Here the pupil learns for the first time that many of our letters represent more than one sound, though they have learned but one name.

The above combination and modification of the different methods adopted for teaching first lessons in reading, is the best possible substitute for our imperfect alphabet.

I have proved this method with invariable and satisfactory success; so much so, that children taught by it learn to read new words without aid from the teacher, and become ready, distinct, and intelligent readers.—*Z. Richards, in Public School Journal.*

Busy-Work.

Employment of the children at their desks, or what we ordinarily term "busy-work," is a subject to which we need to give considerable attention and forethought, if we would make the most of its possibilities. Too often it is crowded out in our preparation, and we assign something, on the spur of the moment, that fails to produce the direct benefit that would be derived from work more carefully considered. An error that is apt to arise out of this consists in a monotonous repetition of work. The same "busy-work" assigned day after day naturally loses all interest for the child. I have been in classes in which I never saw any busy-work given other than writing a "copy" or "numbers." Of course, perfection is never reached without a great amount of practice and repetition, but that does not necessitate a total absence of variety in the seat occupation.

Let me consider to-day some of the facts that should guide us in selecting "busy-work" for our pupils, and the rules that apply to it. Teachers in ungraded schools are constantly using it, as there are but few exercises or recitations that can be taken with the class as a whole; in the lower divisions of our graded schools where we have two or three sections, we always need employment for part of the class.

It is not enough that the children are employed, although even valueless work is better than idleness; the exercises should be of such a nature and be done in such a manner as to add definitely to the knowledge and power of the child. With this as the primary object, it should likewise aim at a cultivation of right habits of work, accuracy, neatness, diligence and cheerfulness.

The work should generally be connected with the preceding lesson. There are usually some points that can be best impressed by work done on the slates by the pupils. Suppose a class to have had at the board a lesson on the sound belonging to the combination "ou." For "busy-work" they are asked to write ten words containing the sound, and then with them write sentences. For example: Words—Our, sour, flour, stout, round, found, ground, pound, etc. Sentences—(1) Our cat was lost. (2) The milk is sour. (3) Ma bakes with flour. (4) That is a stout man, etc.

In geography, after teaching a physical feature, a natural exercise would be to make a drawing, and describe, or write a story about it. Any quantity of exercises may be given in language, and many of these have the additional value of training the observant faculties. Examples:

(1) Name ten objects you see in the school-room.
(2) Name ten things you saw on the way to school.
(3) Name five red objects in the school-room.
(4) Name five white objects in the school-room.

Complete statements are, of course, required in these exercises.

We cannot here go into particulars regarding the various kinds of "busy-work;" they will suggest themselves to every thoughtful teacher. I have found it a safe rule never to assign work, the object of which I cannot clearly see. Useful, developing, interesting, and increasing in difficulty the work should be. Every half hour's work should "tell" in the progress and well-being of the children.

The blackboard curtain may be called into use in connection with the busy-work. Exercises for the different classes might be placed on the board the night previous, or in the morning before school opens, and remain covered until occasion for using them arrives.

Another rule that applies to the work is that it shall always be examined in some way. A certain number of errors are sure to be made, and these, if not corrected,

are bound to be repeated. If want of time be the excuse given for neglecting to examine the slates, I would say shorten the recitation or lesson and take time. The ordinary child is, unfortunately, not so constituted as to persevere in doing his best at all times when he is almost certain the work will never meet the eye of his teacher.

If some systematic plan be adopted, the work of examining and correcting slates need occupy but very little time. Frequently the slates may be examined when the children are at the board for a lesson, that is, they take their slates with them to be corrected or marked; or they may file past the teacher as she stands at a certain point in the room. Another plan requires the slates to be held in an almost vertical position, while the teacher passes from one to another and marks them. At recess and noon slates may be left on the desks, and at night they may be collected. There may be other and more thorough plans than any of these I have mentioned; I care not what the system is, so long as it is a preventive of careless habits of work. Time devoted to the formation of good habits is well spent.—*Rhoda Lee in Toronto Educational Journal.*

The Value of Memory Gems.

Some memory gem should be always upon the board in every school-room. If the children cannot read it, still let it appear for the service it may do the teacher. It helps to give the thought wings and to lift the ideal out of the treadmill, which the routine of the school may so easily become. Some teachers open their school with the repetition of the memory gems which the children have learned, others close the day's work with the same exercise. "I like to begin the day well," says one; "I like to send the children home with a good thought in their minds," rejoins the other. Both are right. The writer remembers a silver-haired old man whose eyes would glow and whose face would be illumined as he repeated long extracts from Goldsmith's "Deserted Village," or from Pope's "Essay on Man," which he had committed to memory as a boy in school. Over and over again, the pictures which the poet paints so well had gladdened his thought; over and over again his mind was carried back to the happy days of childhood, when he learned his lesson. Who can tell how many times the poet's picture comforted him and inspired him? To many a life the strong words of the psalms come back in the same way, with healing and inspiration at times of deepest need, when no other help is near. These seeds have been sowed in childhood to bear fruit a hundredfold in mature life. We cannot spare these lessons from our school-room. There must be time for the story, the poem, and the memory gem.—*Exchange.*

My Robin.

When I was a child, beside our door,
In a green and spreading sycamore,
There sung each morning, with note as clear
As a crystal brook, and full of cheer,
A robin.

I watched his plumage in childish glee,
And fancied he sung his song for me;
And the melody lingers in heart and brain,
Making me often a child again—
My robin.

I look for his coming in early spring,
When the crocus opens, and maples bring
Their crimson tassels to kiss the breeze,
And the sunshine dallies with new-leaved trees,—
My robin.

I hear him sing as the sun goes down,
And the stars come out o'er the silent town;
But there's never a harsh or mournful note,
That wells afresh from the warbler's throat,—
My robin.

And I learn a lesson of hope and cheer
That carries me on from year to year;
To sing in the shadow as in the sun,
Doing my part till the work is done,—
My robin.

—*Sarah K. Bolton.*

A Combination Exercise.

SPELLING, LANGUAGE, AND ETHICS.

Is any teacher at her wits' end to know how to combine her studies in order to get them all in?

The following plan has helped me to solve the problem, for it includes spelling, language, and ethics. Previous to dictation, I drill on the spelling of the more difficult words, sometimes allowing the most difficult of all to remain on the board, for I think it better to copy a word than spell it incorrectly. Allowing the pupils to end the stories as they please, furnishes an opportunity for originality; and morals, self-taught, are always the most effective. The exercises are short, that they may not infringe on time allotted to other studies.

DICTATION.

When Willie came to school this morning, he saw a piece of orange peel on the sidewalk. He stopped and pushed it off into the gutter.

Now you may write and tell me what you think his reason was for pushing it off.

Frank's father gave him a five-cent piece, Wednesday morning. On his way to school Frank spent a cent for candy. The lady made a mistake, and gave him back five pennies.

What do you think Frank did?

Maud was on her way to the store for her mamma.

Just ahead of her she saw a little girl drop a cent. Maud ran and picked it up.

Write what you think Maud did with it.

Herbert and Fred were snow-balling with their playmates after school. Fred tried to hit a post, but the snow-ball went through a bay window instead.

Now, what do you think he did about it?

Mary had the mumps, and had to stay home from school a week. While she was sick, Jennie picked a bunch of violets and carried it to her.

What do you think Mary thought when she saw Jennie come in with the flowers?

Mabel did not know how to do one example in arithmetic, and Alice had a perfect slate. By turning her head a little, Mabel could see Alice's slate.

What do you think she did?—*Primary Education.*

A Primary History Lesson.

The children (twenty in number) were only seven or eight years old, and I wished much to hear how they would be taught history. The teacher solved the question very easily by telling them the story of Ulysses, to which she joined on, in some way that I did not quite understand, the tale of Orpheus and Eurydice. It was chiefly the latter with which she dealt, and she told it with uninterrupted ease and fluency to a highly appreciative audience. At the close she asked many questions, which were answered in a way that showed that no parts of the story had escaped attention.

I wished to hear what the teacher had to say about teaching little children history; so I asked her whether she called those stories history. Her answer (in which I fully agreed) was that stories of this kind—that is, which excite 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, visit to German schools.*

A Scholar's Busy Life.

At seven, John Fiske, author of the History of the United States, was reading Cæsar, and had read Rollin, Josephus, and Goldsmith's Greece. Before he was eight he had read the whole of Shakespeare, and a good deal of Milton, Bunyan, and Pope. He began Greek at nine. By eleven he had read Gibbon, Robertson, and Prescott, and most of Froissart, and at the same age wrote from memory a chronological table from B. C. 1000 to A. D. 1820, filling a quarto blank book of sixty pages. At twelve he had read most of the *Collectanea Græca Majora*, by the aid of a Greek-Latin dictionary, and the next year had read the whole of Virgil, Horace, Tacitus, Sallust, and Suetonius, and much of Livy, Cicero, Ovid, Catullus, and Juvenal. At the same time he had gone through Euclid, plane and spherical trigonometry, surveying and navigation, and analytical geometry, and was well on into the differential calculus. At fifteen he could read Plato and Herodotus at sight, and was beginning German. Within the next year he was keeping his diary in Spanish, and was reading French, Italian and Portuguese. He began Hebrew at seventeen, and took up Sanskrit the next year. Meanwhile this omnivorous reader was delving in science, getting his knowledge from books and not from the laboratory or the field. He averaged twelve hours' study daily, twelve months in the year, before he was sixteen, and afterward nearly fifteen hours daily, working with persistent energy; yet he maintained the most robust health, and entered with enthusiasm into out of door life.—*From a biographical sketch of John Fiske published by Houghton, Mifflin & Co., Boston.*

From returns sent in to the Secretary it appears that in the public schools of the United States the pupils, teachers and expenditure were as follows in the four years named:

	Pupils enrolled.	Teachers.	Expenditure.
1889–90	12,722,581	363,922	$140,506,715
1890–91	13,048,282	368,385	148,738,251
1891–92	13,203,786	373,204	155,982,942
1892–93	13,442,008	380,618	163,359,016

It is interesting to note that in the four years named the number of male teachers has decreased year by year from 125,525 in 1890 to 121,717 in 1893, while the number of female teachers has increased from 238,397 to 258,901.

A man found a ten dollar bill. He paid the grocer and took a receipt. The grocer paid the real estate agent the money for rent. The agent paid the ten dollars to the man who owned the property who happened to be the man who lost the bill. He deposited the bill in the bank and it was returned to him as a counterfeit. Was there anything lost or made by anybody in this series of transactions?

Culture in Teachers.

Inseparably connected with love of study, knowledge of child-nature, and practical methods of teaching, there must be in the complete equipment of the teacher's professional spirit that essential qualification most aptly called culture. Culture is that instinctive feeling of refinement and delicacy which leads every true teacher to treat each child courteously, kindly, in a genuine manly and womanly way. This is made up of two parts, morals and manners. Professors and teachers are sometimes guilty of lack of good manners in their schoolrooms toward their pupils, who would be heartily ashamed if charged with the same offence in society. The long hours passed in contact with teachers by pupils in the earliest and most impressible years fill their memories with the manners, good, bad, or indifferent, which subsequent training finds it difficult or impossible wholly to erase; the fine courtesy, gentle learning, kindly look, voice and manner of teachers are never lost on the tender tablets of a child's conception.—*Charles R. Skinner.*

In an able paper in the *Iowa Teacher* Supt. Kratz, of Sioux City, on the question as to what subject should be the centre in school work, says:

"Because history possesses high value as a character builder, because its subject matter is in itself deeply interesting, and because it easily leads into the other subjects of the school course, it is entitled to a prominent place in the curriculum, but because it in itself does not furnish sufficient material for a good backbone throughout the entire eight years of the course, and because it is not the strongest stimulator of thought, it cannot alone be given the foremost place.

"Because nature study affords excellent training for the development of some, not all of the essential elements of character, because it furnishes an abundance of material out of which to construct the backbone of the course, because its subject matter will easily arouse the most absorbing interest, because it ranks foremost as a stimulator of thought and mental activity, and because it easily lends itself to the work of co-ordination, its claims to the foremost place is strong, but because it does not rank as high as the history group in well-rounded character building, it, alone, cannot be made the centre of school work.

"In the grouping of school subjects language, as reading and literature study, is classed with history; as the technical study of grammar, it is classed with the formal studies. It has, therefore a right to share the strong point of both the history and formal groups, viz., highest value in character building, and an indispensable key to knowledge. Because of these strong considerations language must also be given a prominent place

"With nature study, then, as the strongest stimulator of thought, with language to clothe that thought in words, and with history to round out moral character, we form our threefold subject around which school work should centre."

School libraries are now to be found in nearly every town, though it is still necessary to urge the teachers to give more attention to the subject. Wherever the plan has been only partially successful fault seems to be attributable to those in charge of the schools. One form of complaint is, that they do not properly look after the care of the books. These are needlessly torn and defaced because children are not instructed regarding ways of using and caring for them. They are wet, torn, smutched and otherwise injured by little folks who do not receive either at home or in the school the instruction which enables them to be intelligently careful of the books. Every teacher should make this a subject of instruction as part of the work of fitting the child for modern life. Some teachers do not help the children to select books and to get out of them the interest and help they may afford. Something is certainly lacking in a teacher who fails to appreciate the importance of such work.

Less than two months ago a truth-loving woman took charge of a school notorious for its rudeness and untruth. The other day a boy came to her of his own accord and confessed to the breaking of a window glass, saying, "I am not going to sneak." That boy was among the oldest in falsehood at the beginning of the term. In so short a time it has become a matter of pride and honor with those pupils to speak the truth. —*Exchange.*

QUESTION DEPARTMENT.

A. L. M.—On a train moving at the rate of 30 miles an hour a cannon fires a ball with a velocity of 30 miles an hour in the direction of the moving train. What will be the relative positions of the train and the ball one hour after the ball was fired?

Before this question could be solved it would be necessary to know the weight of the train, the height of the cannon, the direction and velocity of the wind, and very many other circumstances. Let these elements, however, be all ignored, and the question would be simple, but valueless, even for mental training.

A. B. C.—(1) Hamblin Smith's Arithmetic, page 199, IV, Ex. 5.

Add 10% to A's and he would have 137·5 bbls. of B's quality. To C's add $5\frac{5}{11}\%$ and he would have $237\frac{3}{11}$ bbls. of A's quality. To this add 10% and C would have 261 bbls. of B's quality. 500 bbls. sold at \$7 = \$3500.

Deduct commission at 4%, there would remain \$3360. Let this be divided in the ratios of the number of barrels sent by each one if reduced to B's quality, that is in the

ratio of 137·5 for A, 150 for B and 261 for C. The sum is 548·5. Then A would receive $\frac{137.5}{548.5}$ of \$3360 = \$842.30; B $\frac{150}{548.5}$ of \$3360 = \$918.87; and C $\frac{261}{548.5}$ of \$3360 = \$1598.83.

NOTE.—Of course this is not strictly in accordance with the conditions of the question, but it is the usual solution.

---

(2) Hamblin Smith's Arithmetic, page 200, V, Ex. 5.

There would be 15 payments.

\$100 insurance would cost $15 \times \$2{\cdot}8674 = \$43{\cdot}011$.

The apparent gain would be \$100 – \$43·011 = \$56·989.

\$ 56·989 = gain on \$100.

\$1709.69 = " " \$3000 nearly.

P. R.—(1) Will the power parallel to the base of the inclined plane move through the hypotenuse of the plane in drawing the weight all the way up?

This question is indefinite. When the power is spoken of as acting parallel to the base, it is assumed that it remains so, though acting at a continually increasing distance from the base as the object ascends.

---

(2) A plank 12 feet long and weighing 24 pounds is supported by two props, one of which is one foot from one end, the other three feet from the other end. Find the pressure on each prop.

The first prop will be 5 feet from the centre of gravity, the other 3 feet from the centre.

Let P = pressure on one prop, then the pressure on the other will be 24 – P.

Then $3 \times P = (24 - P) \times 5$.

P = 15 = pressure on one prop.

24 – 15 = pressure on the other prop.

SCHOOL AND COLLEGE.

The Superior School at Hopewell Hill, Albert County, N. B., A. C. M. Lawson, principal, has just added to its natural science collection a typical series of Canadian minerals and rocks from the Geological Survey at Ottawa.

During the months of March and April, Inspector Smith expects to visit the schools on the I. C. R., from Berry's Mills to Acadiaville Siding, and the graded schools in Shediac, Dorchester, Sackville, and Moncton.

Stellarton, N. S., High School, has, through the generosity of its citizens, secured a new and beautiful Canada ensign. Over \$20.00 was collected by four pupils, and the balance, after paying for the flag, has been used as a successful inducement to bring in the water.

Mr. K. J. Martin, of Summerside, P. E. I, recently delivered, in that town, an able and practical lecture, taking for his subject, "Common School Education." He concluded that common school work is hampered by higher studies—that too much attention was given to the pupil aiming for college to the detriment of the average pupil—that education should have a more practical turn, and that the natural sciences should receive more attention in all our schools.

The schools at Georgetown, P. E. I., were closed for a week, owing to the belief that there were some cases of diphtheria in the town. The alarm proving false, the schools were re-opened on the 4th ult.

John McSwain, Esq., Principal of Queen Square School, Charlottetown, P. E. I, has been requested to act as secretary of the Botanical Club of Canada, for P. E. Island, in place of the late T. Bain, Esq. Mr McSwain is already taking steps to get the schools interested in making collections in connection with the club.

The trustees of Bayside, Charlotte County, have provided an excellent terrestrial globe for the school. This is an example worthy of imitation.

The handsome school-house recently built at Moannes, Charlotte County, accidentally took fire and was burned before any steps could be taken to save it. Another house will be built at once.

By means of a concert the school at Brookville, St. John County, taught by Miss Laura R. Wilson, raised eighteen dollars. This sum will be devoted to grading the school grounds.

Miss Ella Lahey, teacher at Golden Grove, St. John Co., by means of a school concert recently raised a very respectable amount, which will be used to procure apparatus for her school.

Miss Annie B. Honeywill, teacher at Sea Dog Cove, Westfield, Kings County, realized eighteen dollars from a school entertainment. This she proposes to devote to the purchase of a globe and other needful apparatus.

Miss Isabel Black, teacher at Scotch Ridge, Charlotte County, by means of a Christmas eve school entertainment raised \$8.60. This she will devote to the purposes of improved apparatus and furniture for her school-room.

Inspector Carter expects to be engaged with the schools of St. John City (south and west ends) during the latter part of March and April.

Mr. C. J Morrison, teacher at Beaconsfield, St. John County, who has been so seriously ill, is making good progress toward recovery.

No session of the N. B. Provincial Teachers' Institute will be held in 1895.

On Edgehill, Windsor, stands an imposing looking edifice—the youngest but the most vigorous of our private institutions for the education of girls. Established as late as January, 1891, it has already as many as seventy-two board-

ers, besides a number of day pupils, and a staff of twelve teachers. Its finances are managed by Dr. Hind, and, as might be expected, they are well managed. The situation is almost ideal—commanding a view of an extensive range of country with the beautiful Avon in the foreground—reminding one of Mount Holyoke College overlooking the Connecticut river. The grounds are extensive, covering over eight acres, showing a considerable variety within itself of natural and artificial scenery—plateaus, terraces, tobogan slides, tennis courts, skating rinks, hedges, etc.

Already this school is as well equipped as many larger women's colleges, with an isolated hospital, a pretty flower-garden, a capacious laundry, and even a dairy, which supplies an abundance of pure milk—that prime necessity for healthful bodily growth. Miss Machin, the principal, so favorably known in Quebec and New York as a teacher, has attracted pupils from all parts of the Dominion and the United States. Her assistants were selected by herself in England, and she is responsible to the Board for their success, while they are responsible to her. Recently the writer spent a delightful half-day in looking over the grounds and the buildings, and in hearing the recitations in several subjects. Although this institution modestly assumes the title "School for Girls," yet there are several classes doing collegiate work. We heard classes in geography, the history of art and mathematics. A recitation in critical literature, conducted by Miss Ashworth, was particularly interesting. Physical recreations receive the attention which they deserve. The opportunities are good, and they are fully utilized. A drill in calisthenics, by Sergeant Cunningham, showed the secret of the good position, fine bearing, and the easy, self-possessed and graceful movements of the young ladies in the class-rooms and halls and on the play-ground. The girls who thus build up a healthy physique—whose manners and morals are formed amid these happy home-like scenes, will do more to mould the destinies of their country than their more intellectual but less wisely trained sisters.

Principal Kennedy, of the Halifax Academy, has invited several prominent public speakers to give a series of lectures for the purpose of obtaining funds for the enlargement of the library. He was very fortunate in securing at the beginning the Rev. Dyson Hague, whose talk to the pupils on the causes of success will not be soon forgotten, and will itself be one of the causes, as well as an inspiration, as long as it is remembered.

BOOK REVIEWS.

A First Step in Euclid, by J. G. Bradshaw; London: MacMillan & Co. Price 1s. 6d. This admirable little book contains nearly all the devices that we either have used or have seen others use for making the first twelve propositions of Euclid intelligible to dull beginners. It will therefore be of very great assistance to the young teacher. It leaves no possible misconception of the pupil unexplained. It must, of course, be judiciously used, and used only by the teacher—otherwise it would leave nothing for the pupil to do but memory work.

Common Errors in Writing and Speaking, what they are and how to avoid them, by Edward S. Ellis, M. A. Woolfall Publishing Company, New York. This is a very neat and attractive little volume of 128 pages. The writer, in a charming introduction in which he disarms the hostility of those who murder the Queen's English by confessing that he is one of the number, proceeds to take up common errors of speech, and in a very original and interesting way shows us how to avoid them. But he very properly places outside the pale of possible instruction the barbarians who say, "I seen" and "I done." It is a sealed book to them.

Forty Lessons in Clay Modelling, price 30 cents; Illustrative Blackboard Sketching, price 30 cents; The Child: His Studies and Occupation, price 15 cents; New Year and Midwinter Exercises, price 25 cents. All in paper covers. Published by E. L. Kellogg & Co., New York. Teachers will find much practical assistance in these, especially the first two, where by means of brief directions and illustrations, and skilful, persistent practice, good practical results can be attained by the energetic and enthusiastic teacher.

Choice Reading. Ginn & Co., Boston, publish in a neat little volume favorite chapters from favorite books included in their school libraries. The selections embrace stories from Grimm's Fairy Tales, Andersen's Fairy Tales, Æsop's Fables, Scott's Poems, and others.

Burke's Speeches, edited by F. G. Selby, M. A. (Oxon), pp. 328, price 3s. 6d. Published by MacMillan & Co., London. The following speeches are contained in this volume: American Taxation, Conciliation with America, and Letter to the Sheriffs of Bristol. These are published with an introduction, containing an admirable account of the life and times of Burke, and notes, explanatory of historical and difficult passages in the text.

Lessons in the New Geography, by Spencer Trotter, M. D., Professor of Biology in Swarthmore College, Pennsylvania. Pages 182; price $1.00. Publishers, D. C. Heath & Co, Boston. The author, in his preface, lays down the sound principle that "the true spirit of culture and education is not in the amount of knowledge acquired, but in the attitude of thought toward a subject." He makes geography a part not only of nearly every other study such as history, literature, natural science, but makes it a part of the every day life of the student by stimulating him to the observation of daily occurrences and natural phenomena. It is a valuable adjunct to the rational study of geography.

Little Nature Studies, for Little People, adapted from the Essays of John Burroughs, by Mary E. Burtt. Pages 141. Publishers, Ginn & Co., Boston. This book is intended as a primary text-book in science and reading, inducing teachers and children to observe plant and animal life around them, and taking them more frequently into woods and fields. It is beautifully printed and illustrated, and cannot fail to be of absorbing interest to even the youngest child.

HEATH'S MODERN LANGUAGE SERIES. Two new books in this series are Volkmann's *Kleine Geschichten*, price 30 cents; and Jules Verne's *Le Tour du Monde en Quatre-vingt Jours*, price 35 cents. Both are printed with notes, and the first with a vocabulary. They are well suited for students beginning German and French.

RUY BLAS by Victor Hugo; edited with Introduction and explanatory Notes by Samuel Garner, Ph. D. Cloth; pp. 230; price 75 cents. Published by D. C. Heath & Co, Boston. This, the most interesting play of Victor Hugo, is likewise the most difficult to interpret. The author, by helpful historical and other notes, has helped to make it plain to the reader.

ELEMENTARY CLASSICS: Sallust's *Jugurthine War*, Phædrus' *Fables*, and *Selections* from Xenophon illustrating Greek life. Price 1s. 6d. each. Published with Introduction, Notes and Vocabulary, by MacMillan & Co., London and New York. These are convenient pocket editions, well printed, and with suggestive notes.

RODERICK HUME; A Story of a New York Teacher, by C. W. Bardeen, Syracuse, N. Y. The career of a teacher, with its trials, disappointments, pleasures, successes, is here set forth. It satirizes unsparingly the "political" school board, and other evils of school systems, which, fortunately, are comparatively rare in this far off corner of the world. Exaggerated the story is in some respects, but true to life in others. It will repay perusal.

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 Bronte'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.