

**Picture Competition.**

Twenty stories have been sent from pupils under ten years in competition for the prize offered for the best story descriptive of what is seen in the picture of "The Connoisseurs" which appeared in the July-August number of the REVIEW. The competitors represent the schools of Kouchibouguac, Kent County; Clifton and New Bandon, Gloucester County; Upperton and Lime Hill, Kings County; West Leicester, Cumberland County; and three from a school without date or address.

The best is that written by a little lad eight years of age, which is given below. It is simply told, and does not refer to facts that were given in the short paragraph in the REVIEW describing the picture. Nearly all the stories, strange to say, missed the main fact, that the dogs are acting as judges:

**"THE CONNOISSEURS."**

In the picture I see a man and two dogs. The man is painting a picture which he sees before him. He has his painting board on his knee. The dogs are the two judges.

The dogs look very bright. The dogs are called Carlo and Pinnie. They are out doors. There are some branches over their heads. The dogs are looking over the man's shoulders at the picture. One dog has curly hair. The dogs look pleased with the picture.

CECIL HORNIBROOK (age 8).

New Bandon School, N. B.

A school is known by its spirit more than its scholarship. Indeed, if the spirit of the school is right, the scholarship will come as a natural sequence. It is never easy to define what is meant by the spirit of the school, but the visitor is conscious of it almost at once. Freedom without license, naturalness, exuberance within proper bounds, good fellowship, these are some of the indications that the spirit is right. Given a school in which this spirit obtains and work will be so much the rule that discipline is reduced to the minimum. Moreover, the work will be joyous both to teacher and pupils, and when this is the case the work is well done.—*Ohio Educational Monthly*.

Chalk dust, did you say? Chalk dust is caused by quick erasing; by the upward stroke of the eraser. The remedy is to *erase slowly downward*. There is no excuse for chalk dust in the room if the teacher cares to stop it.—*D. R. Augsburg*.

The very best schools of the future will be based on the plan of alternate work and study.

**An Excellent Plan.**

A period, say half an hour, is set apart each day as the period for special help. Most children get on all right with the class work and class instruction; not a large proportion are, on any day, likely to need special help. If the period for that purpose is fixed just before the hour for dismissal, those pupils who do not need special attention or help may be excused at the beginning of the special help period, and the teacher left free to devote all her time and attention to those who need her care. This period, then, is free; in it the teacher may inquire into individual difficulties and meet individual needs; individual touch may be had with pupils whom, in the usual ways, she has not reached; courage may be put into the faint-hearted; aspiration into the pupil who is disposed to lag; the boy who is likely to fail of promotion may get his difficulties cleared up so he can keep his place in the class. And not least, the boy who is older, stronger, more industrious and capable, may often, by the help the teacher can give during this period, fit himself for special promotion to the next higher class. Here, by the aid of the new teacher at the special help period, the pupil may soon find himself abreast of the work in the higher class, and a half year saved.

This special help period is practicable in any school, under any system of organization or classification. Its intelligent use will remove a multitude of small causes for trouble; it is not unusual that a laggard, the boy who is behind in his lessons, who does not understand his work, who is out of touch with his teacher, is a trouble-maker in the room.—*A Superintendent*.

It is important to teach children to be watchful about the little errors in speech which it is so hard to correct in school, because the children constantly hear the same errors made at home or among their playmates. The most effective way to correct such errors is for the children to help one another. Ask each child to keep a record each day of all the mistakes in grammar which he may hear from his classmates. Devote five minutes at the beginning of each day to having these errors read and corrected. If the work is done in the right spirit the children will become interested in having a good record, and if the names of those making the mistakes are recorded, each one will have an additional incentive.—*Popular Educator*.