

what a fascinating colour lesson it contains. Here are your original three fairies—the three Primary colors—three children with three bright sticks of chalk. Next comes the mixing and rubbing which produces the three new colors for the three dyed dresses—the Secondary colors. I remember well the boy who looked in the most puzzled manner at the brilliant green color that materialized, and assured me that “We didn’t have no green.”

Then comes the beautiful rainbow when the fairies join hands. Each of the six children puts in a color, noticing how the colors blend. I have yet to find the class who will not respond with the keenest interest to the “Rainbow Fairies” as a color lesson.

In the Grade IV Reader, we find such animals as the bee, squirrel, donkey, fox, cow, bear, elephant, lion, wolf and goat mentioned, and such birds as the crow, humming-bird, white-throated sparrow, etc. These all furnish subjects for most interesting talks.

We find a chance to discuss Longfellow and Tennyson when we read such lessons as “The Children’s Hour,” “The Arrow and the Song,” and the “Lullaby,” and one has only to work with children of the lower grades to find how thoroughly they appreciate the beautiful thoughts of the poets.

A lesson on direction is suggested by “The Winds.” “The Signs of the Seasons” will appeal to all children as an opportunity to tell you some of the outward changes which they have noticed as accompanying the changing seasons.

Two of England’s heroes—Nelson and Wellington—figure in “Lord Nelson’s Boyhood” and the “Courageous Boy,” and afford a splendid chance for a talk on national heroes and patriotism.

Respect for the aged is suggested by “Somebody’s Mother,” and people who have thought out inventions by “Rob and his Shadow.”

Great battles in Canadian History are suggested by “My Own Canadian Home” and “The Maple Leaf Forever.”

There is also a model letter in this book, and when reading this, we naturally think it a good time to test the proficiency of the class in the subject of letter writing; and so, in various ways this idea of correlation works itself out. If, at the beginning of the year, it were suggested to

the teacher that she should give lessons on all these subjects, it would seem almost like asking the impossible, but with the story for the day suggesting the lesson for the day, there is little difficulty in getting in short lessons on these and many other subjects.

It goes without saying that every lesson is a lesson in English, and can be utilized as such. Especially is this true of New Brunswick history as related to composition.

I have found it a good plan to tell the children a story from history and then let them reproduce it in their own words, with perhaps a catch-word here and there to help. These exercises are read and the mistakes marked, then they are rewritten. Again, they are read and marked and, being again rewritten, can be kept as permanent notes if the children so desire.

Some lessons can be illustrated, and used as drawing lessons. The required chapters in the Health Reader serve the purpose of supplementary reading—in fact there is no end to the ways in which the subjects in the course, even in the Primary grades, may, with a little ingenuity on the part of the teacher, be made to supplement and strengthen one another and give variety to the day’s work.

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