

might indicate that they knew what they were talking about, when a small boy or girl appears at our doors some morning, armed with an old-fashioned primer. All the work is to be gone over again; and I think every teacher will agree with me that no matter how interesting it was at first to see the little, childish, innocent faces light up with the "earliest rays of intellectual fire," it will become monotonous by the time we go over the same thing five or six times in one term. There are some parts which can be made to serve as a review, but even then we feel we are wasting much precious time which might have been spared had the little ones begun together at the first of the term. We can only remedy this by calling on the parents and persuading them to start their children all at the same time. What is true of the primer class will apply to the whole school. After the summer harvest is gathered in, we will have a dozen or so large pupils, new scholars. I place them as near as possible where they belong, and by giving them a little extra attention they can be made to understand what is expected of them, and will try accordingly. And here, too, what is new to these will serve as needed review for the others, if we care to take the pains necessary to make it interesting.

As regards correlation, all school studies may be divided into knowledge and expression subjects. Among the former are geography, history, physics, physiology, animals, plants, minerals, geometry. Among the latter are talking, reading, numbers, drawing, penmanship, composition.

The old idea was to teach each separately; the latter method is to unite them. We will suppose a subject is to be presented to the class, *e. g.*, the buttercup in natural science. The pupils will observe, then write their observations, and make drawings necessary to illustrate their knowledge gained. By having such work done correctly, which will entail careful examination on our part, we will have combined writing, composition, spelling, syntax, drawing, and even reading.

I find that history and geography are much better remembered if correlated with each other and with the reading lessons. Take, for example, the "Battle of Quebec." How much history and geography can be taught there! Contrast the Quebec of Cartier, of Wolfe, and of our own times; and when we are contrasting Quebec we are studying Canada. We can have the causes which led to the capture of Quebec by the English, and the effects that capture has had on our country at large. By study and thought on the part of the teacher these lessons will be the most instructive and interesting given in the schoolroom. * * *

I always, if possible, unite my grades for review. For example, we are going to review confederation. The second history class will appreciate the thought you must give your lessons before they can understand or be interested in them; while that added preparation will make a lasting impression on the advanced class. When I find my time getting short and recess or noon fast approaching, which is the rule and not the exception, one of the advanced grade seems only too glad to help me out of my difficulty. This will benefit the older pupil, both mentally and morally—morally by giving added confidence in his own powers to be good

and to do good. I think our success in the schoolroom depends largely on the amount of confidence we can develop in our pupils, supposing, of course, the boys and girls use such for their own good and the good of others. Again the entire school can be united for current events. * * * By stimulating the interest of the older pupils, the others can be made to know something of the events of to-day, which is the history of to-morrow. Let us not rest satisfied with our work until we have an atmosphere of current history in our schools, and therefore in the community. One plan I find to work well is to set apart for this work one hour each week, and, having talked over a certain topic enough, and in such a manner as to excite interest, ask each pupil to bring some information bearing on the subject. As I always have this told and not read, it is necessarily much more concise than otherwise, and also a lesson in expression. I find it worse than useless to expect particulars relating to a question until the curiosity and interest of the child have been aroused. Even the smallest will have something to tell, something they imagine is a profound secret to their older companions in pursuit of knowledge.

But perhaps the most discouraging and perplexing difficulty is irregular attendance. We all know what that means. Go one day and stay home two; and that is about the average of one-half the pupils in a country school. One of our best teachers told me the highest per cent he ever had was forty-six. The highest I ever had was seventy-five per cent; and I will always look back on that term as the most profitable I ever spent. Now before we can remove causes, we must know them. Let us see what these are, and, if possible, provide the remedies. They may be divided into necessary and unnecessary. Every one knows the reasons which may be summed up in the one word, "work." Among the many others, I will first mention the inability of the pupil to grasp the great benefit education will be to him at some future date. Teach him to see that the uneducated man is fast becoming a back number in the affairs of the community, the county, the province and the country at large. It is a good thing to tell him about a certain boy who worked in P. E. Island for ten cents a day threshing on a farm. By study he fitted himself for work in a store, where he received thirty dollars the first year and sixty dollars the next year, with free board. In three years he had saved eighty dollars, and attended Prince of Wales College, in Charlottetown. By perseverance and industry he succeeded in taking a course at Acadia College, then at the University of London, and Heidelberg, Germany. Returning to America, in time he was chosen president of Cornell University, and in the spring of 1899 was put at the head of a commission to report on the Philippines, with a salary of \$50,000. I refer to Professor Schurman. Tell them of Lincoln, who started life from a log cabin; of Baron Strathcona, whose name is on every British lip, and of his cousin, who came to Canada poor boys, and by indomitable courage and industry have reached the top round in the ladder of success. Stimulate in every possible way an interest in education, not only in your school, but also in the community.