

For the REVIEW.]

FOR THE PRIMARY GRADES.

CORRELATION OF SUBJECTS.

The Correlation of Subjects—the title sounds imposing, but the idea in the mind of the writer is simply to show how one lesson in the day's work naturally links itself with another entirely different lesson, and not only opens up new ideas on that subject but strengthens and supplements the truths already taught.

Reading is a subject which must be taught in all grades, and as this paper has to do with the lower grades particularly, let us take some of the lessons contained in—say the First and Second Readers—and try to bring out the thought of correlation from these.

But here let me strike a note of warning:

The reading lesson should be a reading lesson, and the suggested lessons should not encroach on the reading period, but should have their own allotted time. I have seen a so-called reading lesson which was really a lesson in general information.

Vacation is over, and Grade III with crisp, new readers begin to read "About Mr. Crab." In the first sentence "queer things" are promised, and surely these queer things must be in the line of a nature lesson. I must confess that it took me some time to find those interesting things as narrated in the aforesaid book. But we made a determined attempt to look for them; we procured a real crab—a good drawing or picture is the next best thing—and these are some of the interesting things we found out:

Mr. Crab is a relative of the lobster (this had to be accepted without proof).

He has five pairs of legs—four pairs of walking legs and one pair of claws—(uses of claws pointed out). We noticed the feelers in front, and the position of the eyes and mouth. Attention was called to his armour or shell—dark green before boiling and red after. The fact that Mr. Crab outgrows his shell and that empty shells may often be picked up was discovered.

The peculiar manner of carrying the eggs until hatched was emphasized and some different kinds of crabs named. Children will find the story of the "Fiddler Crab" and how he gets his name most interesting, as also the "Spider Crab."

The story of the crabs found on the Island of Ceylon, which live in holes and, being good run-

ners, are in the habit of carrying off birds and rabbits and taking them into their holes, proved most interesting, so that when we finished our first story, we did really know a little "About Mr. Crab."

In the same Reader are stories about the cat, fly, lion, dog, pig, bee, donkey and cow, and these may all be treated in somewhat similar manner. What child is not interested in the cow and its peculiar process of digestion, and in the donkey as compared with the horse?

I will confess that the story of the "Bee Babies" I approached for many terms with exceeding dislike. There is something peculiarly unhappy in the composition of this story which makes it, in spite of its one-syllabled words, most difficult to read intelligently. But could anything be more interesting than the story of Bee life? That particular reading lesson may have failed to make the subject interesting; it remains, then, for the teacher to supplement from her own fund of information and bring to light some of the interesting things which are only hinted at in the text. Under this treatment, the dislike to the "Bee Babies" as a reading lesson will disappear.

"The Butterfly's Baby" is a lesson that almost any teacher will seize upon for a nature lesson or a talk upon the production of silk, satin, velvet, etc.

The Chickadee-dee and the parrot suggest a lesson on birds.

The "Story of a Snowflake" gives one the opportunity to talk about steam and the invention of the steam engine. When reading "The Hailstone's Story" the subjects of evaporation and condensation are naturally suggested.

The wise teacher will have discovered that the most effective method of impressing lessons on morals and manners is by stories and illustrations, and so will not fail to emphasize the thought of kindness to playmates in "Harry's Sled," courtesy to others in "Being Obliging," and the thought of manliness and honesty in the "The Broken Window." I have seen the lesson taught in that story bear fruit in a class of boys, when a window was broken under somewhat similar conditions.

But if there is one lesson more than another that I like to utilize in this way, it is "The Rainbow Fairies." I think it quite possible that many a class has read this story and never discovered