

giving each letter its sound, then the last, and so the new word is pronounced.

She says, "I will print this word—what is it?" "antlers," reply the children; "at the top of the board, help the crayon to say it." They pronounce slowly as she prints. "Now, I will print it just at the—which side?" "Left, west;" they reply, "If you know what this word is you may tell me," and before the first syllable is printed they pronounce it. "Why," she says, "you got that word away from me."

Then she goes on. "These—" "antlers," chorus the little people, "are—" "solid;" they read; ("What does solid mean?" is the unexpected question, which, however, they are pretty certain to answer correctly), "and fall off late in the—" "winter," they say. "What is winter?" she asks. Having received the correct reply, she continues: "He is about the size of a—" prints. "Horse," declare the watchful children; "he" proceeds the teacher, "has—" prints; "slender legs and split hoofs!" interpolates the chorus. "He does not wear—a" "coat," they read, "like yours," facing about, and pointing to some little fellow, "nor is it like mine." "It is made of—" "clean short hair," they read; "and sometimes it is—" "red, and sometimes greyish," call out the class. "It is—" "a moose," they triumphantly declare.

Drawing rapidly as she talks, she questions them about the cow's horns, and soon completes her sketch, and a moose stands displayed upon the board. "This—" "moose," they read, "lived in a—" "forest," chorus the scholars. ("What is a forest!" she questions), "through which flowed a—" printing, "beautiful"—again no response, so this word must be taught after the fashion of the previous unknown word. Then comes the question, "What could it have been that flowed through a forest?" and the word river is added to the list.

"One—" she resumes, "pleasant day," they read, "two—" prints travellers,—no responsive voice this time; so another word is taught, and yet another, for "decided," the next word printed is also unknown; "to shorten their"—"journey," they read; "by following a—" "path through this forest," they announce.

And thus the story continues, during which they are led to fancy a herd of moose by the river side—some drinking, others ruminating, while the description of their rapid flight at the sound of a breaking branch shows their acute hearing and habit of getting up on the hind feet first.

At its close she says, "Who can tell me a nice story now about this animal?"

Every one seems eager to do so. "Well, you may think it over, perhaps you will dream about it to-night, and to-morrow I hope you will be ready to tell me all

about it. Who wants to do something else for me?" "Then you can ask your fathers and mothers what other animals have antlers."

(This request is made with the hope of interesting the parents in the school, and so stretching a thread of interest, however slender, between the school and home).

In the morning, the class carefully copies (with pencil, in exercise-book) the words gained from the lesson of the previous day.

In the afternoon they repeat the story, each trying how many words from the blackboard he can weave into his narrative.

Then each child is requested to give an original sentence (sometimes in the form of a question) containing at least one new word, which is thus added to his vocabulary.

The following day they will be invited to express in written language the ideas obtained from the story.

This second form of language work, viz., "talking with the pencil," should not follow *immediately* after a lesson, for fear that the children remember their phrases, and so fail to gain the greatest possible amount of language training.

CLARA A. ATKINSON.

Newcastle, N. B.

For the REVIEW.]

#### A YEAR'S EDUCATIONAL PROGRESS IN NEW BRUNSWICK.

Another year has gone, and, no doubt, has left its scars, but it has also scored its triumphs; and, we believe, not a few in the cause of education in this Province. The amount of good accomplished in this world is far in excess of the evil—each day, week and year, has its trials for the teacher, and also the satisfaction of some new thing begun, or real progress attained. Much good work is performed that never appears on the surface, and therefore appears unappreciated, but the painstaking and conscientious teacher has, as such, his own reward in the pleasure experienced in the faithful performance of his various duties, even if he is not rewarded in a more tangible way. But let us pause here. Have the salaries of teachers in this Province increased during the year? Perhaps not, on the whole. But it can be truthfully said that the most deserving teachers have obtained the highest salaries—that a first-class teacher has been better rewarded than a second-class teacher, and a second-class teacher than a third. Again, putting a teacher of one class against another of the same, it may confidently be asserted that the teacher who had the best reputation as such, was first engaged. Surely this argues the necessity of constant self-improvement, to enable us to climb the ladder of success. During