

times an impossible task to write anything "out of their own heads." It is a mistake, I believe, to try to force it. We are not trying to train authors, but to teach children to write intelligently and correctly when it is necessary for them to write at all. If they really have anything to say, practice in expressing other people's thoughts will help them to express their own.

Therefore, if a class persistently balks at writing original stories or description, let them work on at reproductions. Originality need not be stifled. Those who have it should be encouraged to fill out and elaborate the outlines given, as their own powers of imagination or observation will allow. For instance, in telling the story of King Alfred and the Cakes, one child may want to dwell upon the dangers the king had escaped; another, to tell what the cottage was like, or how the king answered the scolding woman. And if the stories that do have touches of invention are read aloud to the class, the slower children will often be stimulated to try their hands at expressing ideas of their own.

If, on the other hand, the children take kindly to writing original stories, and busy themselves eagerly at it, some help should still be given. At first, an easy subject should be suggested in some fulness, *e. g.* Write about a girl who was trying for a prize, but failed because she had measles; or, about a boy who wanted to go to the circus, and had to earn the money for his ticket. The chief difficulty will probably be in not knowing how to begin. It might be well, for the first few lessons, to write, with suggestions from the class, two or three different beginnings on the board, and let them use the one they like best.

Descriptions may also be practised; but do not tell the class to describe, or to write a description of a person or thing. They won't quite understand. Tell them to write down what a certain person or thing looks like. Read them one or two simple descriptions of children—there are some good ones in "Emmy Lou"—and have a description of a boy or girl in the room written on the board. With young children, there is little danger of awkward personalities. The chief things to be aimed at in writing a description are:—first, a good arrangement, which is easy; and second, distinctiveness, which is hard. They will soon learn not to say

"He has blue eyes and big feet. He wears a brown overcoat, and his hair is curly," and to arrange their details in some sort of order. But it will take longer to learn to write a description of a boy, that would not do about as well for any one of a dozen boys in the school.

### Forestry and the Schools.

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The question of forests is one in which every lover of Canada should be interested. The consumption of wood is greater than the normal production of the accessible forests. This situation is a very grave one. It merits the attention not only of foresters, but of economists and statesmen, and, it may be added last but not least, the teachers, whose part will be shown further on in this article.

In the first place, Canada is a field for intelligent forestry. The production and utilization of our forests is a matter that demands the serious consideration of all Canadians. Very few countries possess so large an area of forests and forest land as Canada, but she is losing her beautiful trees with which nature has so lavishly provided her. The municipalities should help to encourage the farmers to leave a portion of their farms in forests. If the farmer does this he will not only do the community good, but he will help and better his own interest, by leaving a certain portion of his farm as a reserve wood lot. Our people fail to realize the elements of reproduction and growth that are constantly going on in the forests; that they do not require to sow, yet there is a time to harvest a wood crop and that a little care in the protection of the young trees from destruction by fire or otherwise will be amply rewarded by the new growth which should take the place of those that have reached maturity.

There is also another fact regarding trees in which they differ from agricultural products, and it is this: no rotation of the forest crop is necessary. The same varieties can be grown on the same soil for an indefinite period.

Forestry is for several reasons a subject that belongs particularly to the country at large. The reason is, the far-reaching effects which forests have on the character of the country, in modifying