

ious examiners on the reading of a single candidate's papers will probably exceed an hour. Will any one say that if a board of competent examiners spent half the time in looking over the term work of a candidate, they could not make a fairer estimate, not merely of the candidate's knowledge, but of her worth as a teacher? It is clear that we have not yet found out the best way of examining candidates. The old county board quizzing the applicants for positions had something to commend it. Our written examinations never test personality. That is their weakness.

The Audubon Society

A branch of the International Audubon Society has been formed in Winnipeg. The president is Mr. Manlius Bull, and the secretary Mr. J. B. Wallis, of Machray School. Any one wishing to get information should write to the secretary. The society will be of great use to teachers in furnishing in-

formation about birds. Let every teacher get in touch with the organization. By joining, one gets a copy of "Bird Lore," and pamphlets that are issued from time to time.

A junior branch of the society may be established in every school very easily. If ten children or more send to the National Association of Audubon Societies, 1974 Broadway, New York City, the sum of ten cents each, they will receive a button a-piece and a fine lot of leaflets describing the most prominent birds of the country. The teacher will also receive free a copy of "Bird Lore," which alone is worth a dollar a year. Every school should be interested in this movement.

Very helpful pamphlets on birds may be had from the Agricultural College, Winnipeg, for the writing. Let our schools be first to stand for preservation of bird life. The wanton destruction of bird life in the United States is said to mean a loss of one hundred million dollars a year. In Canada we suffer a proportionate loss. Inform the children.

TALKING EXERCISES

For Non-English Speaking Children

In the case of shy, diffident, and non-English-speaking children, the teacher should not at first attempt to teach them to read. The time may be far better spent in talking exercises, in gaining their confidence, in overcoming bashfulness, and in accustoming them to the freedom of the schoolroom. Use every natural device to awaken interest, pictures, colored crayon, objects with which the children are familiar, conversation, etc.

Do not permit sing-song reading, drawling, shouting, or mumbling. From the beginning train children to speak in natural, quiet tones.

Teach relation words with sentences in which they show relation. New words should be taught very slowly at first. Keep, if possible, a list of words

taught from the blackboard. Introduce words already learned into new, short and interesting sentences. Words already learned should be used again and again in new sentences, by means of class work at the blackboard and by means of seat work.

Many teachers often fall into the error of not teaching the words and idioms thoroughly. At the beginning teach the idioms "I see" and "I have" as—"I see a ball"—"I have a hat"—the child actually seeing a ball and actually holding a hat—"I can run"—let the child run, and the teacher says, "See the crayon do that"—"It is a hat"—"I can see"—"Can you?" etc.—the teacher always using the objects in connection with the idioms.