

### BUSY WORK.

One excellent teacher has a question box in which any child can place any question he pleases, signing his name. The questions are read each day and the children answer impromptu all for which they are prepared, and take the others home to search for the answers. It is one of the best exercises, judged by its results.—*Am. Primary Teacher.*

#### HOW TO MAKE SPELLING INTERESTING.

With a little ingenuity and thought it is possible to make the spelling lesson interesting as well as useful. For example, select a number of words connected by meaning, derivation and association, especially the latter. Suppose the subject of this lesson were *regiment*.

Write the word on the blackboard, and under it arrange in columns the name of the various units in a regiment, as:

Colonel (commander of the regiment).  
Lieutenant-Colonel ("in place of" the colonel).  
Major ("greater" than a captain).  
Captain (*cp.* "centurion," commander of a company).  
Lieutenant (*Fr. lieu* = in place of; *tenant* = holding;  
*cp.* "tenant" and "householder." Holds  
power "in place of" captain).  
Sergeant-Major (the "greater" or chief sergeant).  
Sergeant.  
Corporal (officer over smallest bodies of men).  
Bugler, Private, Recruit.

These words should be carefully discussed and explained and the pupils questioned upon them, before they are learned. When they have been mastered let the children write a composition about some famous regiment or describe some battle involving the use of these terms. In this way the words are associated in the pupils' minds as parts of an intelligible whole and will be both learned more easily and remembered longer.—*N. E. Journal of Education.*

**SPELLING ON THE FARM.**—Plow, harrow, cultivator, seed-drill, separator, thresher, roller, reaper, binder, mower, scythe, sickle, hay-rake, hay-rack, wagon, buggy, sleigh, hoe, shovel, barn, stable, manger, stall, bin, mow, curry-comb, windmill, tank, trough, silo, ensilage, dairy, aerator, fallow, meadow, swamp, pasture, garden, orchard, fowl yard, poultry, cattle, kine, swine, ewe, lambkin, manure, stubble, sward, arable, fertile, barren, soil, loam, clayey, sandy, gravel.—*Wisconsin Journal of Education.*

**BLACKBOARD EXERCISE.**—Have drawn on the blackboard the leaves of all the familiar trees. Let one pupil after another select a leaf and tell its story. Let him describe the tree, its shape, its color, its character; how and when it buds, blossoms, and fruits; name different

kinds of same species, etc. Let much of the pupil's description be from his own observation, the rest from his previous tree study.

A successful teacher told of a course of exercises she is using as a part of her Friday afternoon programme. The scholars voted for some animal about which they would like to talk the following Friday. When this was decided, two or three pupils were assigned to bring information on special topics, as habits, locality, where found, etc. The rest of the school were to gather additional items of interest, pictures or striking anecdotes.—*Primary Education.*

#### PRIMARY COMPOSITION EXERCISE—THE TREE.

What is a tree? (plant). What is the lowest part of the tree? (roots). What grow from the trunk? (branches). What grow from the branches? (leaves). What do some of the flowers produce? (fruit). What kind of trees are firs and pines? (evergreens). What kind of a tree is the oak? (wide-spreading tree). What kind of tree is the cherry tree? (fruit tree). Which tree do the children love best? (Christmas tree). Write the exercise.—*DeGarmo's Language Lessons.*

#### A Lesson in Courtesy.

"A point upon which I am strenuous," remarked a man who is the father of two little lads both under ten, "is that my boys shall invariably, when in conversation, repeat the name of the person whom they may be addressing. 'Yes, Mrs. Jones,' 'No, Mr. Smith,' 'Good morning, Miss Helen'—this formula goes on indefinitely with them. I train them to do this, not so much because of the courtesy and good form of the practice as because of my keen sense of the commercial value of the habit to them in later life. 'A handicap of my business life has been my inability to recall names, and it is one that I think might have been prevented if I had been carefully trained in my childhood. A quick and subtle compliment is conveyed in addressing a person promptly by name.—*New York Post.*

We commend every word of this to the attention of teachers and parents, especially "because of the courtesy and good form of the practice." One hears "Yes," "No," "What?" "What d'ye say?" etc., spoken in abrupt tones from children to their elders until the nerves fairly tingle. What an atmosphere of genuine warmth and courtesy would help to surround us if this rule would prevail!

I find the REVIEW a splendid medium by which to keep in touch with my fellow-workers. M. G. D.

I thank you for the able manner in which the REVIEW is edited and for the pleasure its perusal has given. T. R.