

the study of plants, especially weeds; of insects injurious to vegetation; of birds that are helpful to the farmer in preserving his crops. The dull boy may be the most promising of your pupils if interested in useful nature work out of school.

Every growler should be whipped, one says; but no; that might be too harsh; he should be treated with cold water every morning; and the best one to apply the treatment is himself, over the whole body, followed by a brisk rubbing and physical exercises that will produce a glow to last the whole day. Try it. It is a sure cure. And the prescription is good for those who are not growlers.

Grammar and Composition are disliked by children of all ages. The former should be introduced incidentally in the language work of the lower grades. The latter must have for its subjects, things of interest to the pupil. During the first days of school, tell some incidents of your vacation joys; then get the pupils to tell some of theirs; afterwards to write them. Show them pictures; ask them to write their impressions. (The picture in this month's REVIEW as those in former numbers, are excellent for the purpose.) Tell them stories and ask for a reproduction in writing or orally. Have short nature study excursions and require the pupil to write on what they have observed. Or this:

Cut out from the magazines small pictures and keep in envelopes. When the children have not time to draw illustrations for their compositions, or for variety, let them pick out two or three of these and paste on their papers. This not only trains their sense of appropriateness and beauty but they are apt to look more carefully at the pictures in the magazines which they have at home.—*Selected.*

The question of discipline is a worry to many young teachers. In general it may be said that the common sense and fairness that is born in most children will enable them to control themselves with a little help and encouragement from the teacher. The boy who is petted at home and believes there is nobody like himself; the bully who illtreats boys smaller than himself; the sneak whom you cannot trust when your back is turned; the vicious lad whose presence in the school is a contamination,—these, when you have made up your mind about them, should be punished—once may do, but a second application is often necessary—and when re-

duced to the level of the other pupils may then be treated by gentle means.

Don't imagine that the six-year-old pupil who crosses your threshold in August has learned nothing before he came to school. He has already mastered a language with quite a vocabulary with which to express himself. He has learned to observe and draw useful ideas from contact with his immediate surroundings. He has some conception of numbers and form. He has mental and physical activity capable of further wise direction by the teacher upon whom his wondering eyes rest on that August morning.

Why not begin to prepare now for Arbor and Empire Days for 1909? Make plans for Arbor Day that will include not only the indoor recitations and cleaning up of the buildings and grounds, but the planting of trees and shrubbery and perhaps a hedge. (An article on hedges will appear in the September REVIEW.) To make thorough preparations by drawings and perfecting of plans in which the boys and girls and the whole community should take part will be one of the surest ways of making a success of Arbor Day. But begin now. Keep Empire Day also in view by making suitable extracts for lessons and recitations, and putting these in a large envelope. Keep your eyes and ears open for speakers for the occasion. To be well prepared is success half achieved.

On another page will be found the main portion of the paper read by Miss Robertson, at the Educational Institute, at Fredericton in June. It contains many valuable suggestions to teachers of English literature in the lower grades.

We have purposely delayed the publication of the paper read by Miss J. Wallace Mortimer, at the Pugwash, N. S., Institute in April. Its many hints to teachers will, it is hoped, prove interesting to young teachers especially. Miss Mortimer is the principal of the Apple River school, of two departments, a country section remote from railways in Nova Scotia. She is an effective writer, and a still more effective worker. Owing largely to her exertions, the school building at Apple River has been remodelled and provision made for heating and ventilating the rooms by means of furnace,