

This paper has been recommended to the REVIEW for publication. It was followed by a discussion opened by Miss Eleanor Robinson, Editor of the REVIEW, and followed up by Nelson W. Brown and Mr. H. H. Hagerman of the Normal School, and others. Mr. Hagerman's illustrated talk on Drawing was full of instruction and entertainment.

After a discussion on Care and Decoration of School Buildings and Premises in the afternoon, Miss Juliet Jordan read a paper on the Connection between Home and School from the Teacher's Standpoint. The Mother's Standpoint was to have been treated by Mrs. Ena L. Brittain, who was unfortunately unable to be present.

The next session of the Institute will be held in Woodstock in December. The officers elected were: President, Mr. F. C. Squires; Vice-President, Miss Bessie Fraser, Secretary, Mr. F. C. Alexander; Additional members of executive, Miss Helena Mulherrin, Mr. Hanson.

The Institute was considered a very successful one. The glorious weather and the pleasant surroundings in the beautiful rooms of the Fisher Memorial Building contributed no little to the good spirits of those in attendance.

Through the courtesy of the Carleton Sentinel, the members were supplied with prettily printed booklets, showing on one cover the old Grammar School building, in which the first Carleton County Teachers' Institute met in 1878, on the other the present fine building, and containing the programme of the Institute held thirty-five years ago, together with that of the meeting of 1913.

The Teachers' Normal Institute for the six eastern counties of Nova Scotia met at Port Hawkesbury, Inverness County, December 15 to 18. Inspectors MacDonald, Phelan, MacNeil, and McKinnon had the work well organized, and model lessons were taught to common school grades each day. Afternoon sessions were devoted to discussions and the answering of questions. The "Question Box" was well patronized.

About two hundred and eighty teachers attended. The Institute was a success in every particular.

Messrs. Connolly, Benoit and DeWolfe, of the Normal College staff, were present, and took an active part in the work.

At a public meeting on Wednesday evening addresses were given by Dr. A. H. MacKay, Superintendent of Education, L. A. DeWolfe, Director of Rural Science Schools, and by citizens of Hawkesbury and vicinity.

This Institute has discarded the custom of reading long papers on educational topics. The officers believe more good comes from seeing good lessons skilfully taught, and from discussion of the methods illustrated. Observation of such methods convince one that it has much in its favour.

It is necessary to have a corner of the mind always open and free, to leave a place there for the opinions on one's friends and to entertain them as they pass by. It becomes really intolerable to talk to men in whose brains the divisions are filled up and into which nothing from without can enter.—M. Joubert.

## SOME GAMES FOR RECESS.

### Shadow Tag.

This is a good game for little children on a cold sunny day, when the shadows are distinct.

The player who is It tries to step or jump on to the shadow of some other player. When he succeeds, he calls the name of the owner of the shadow, who then becomes It. The players must keep out in the open, so that their shadows are fairly on the ground, and each one must stand still the instant his name is called.

### Trades.

The players are divided into two equal bands. One band decides upon some particular trade or occupation, then advance towards the others, saying:

"Here are some men from Botany Bay.  
Got any work to give us today?"

The second party says, "What can you do?" the first answers "Anything." The second says, "Set to work then!" whereupon they go through the motions of the chosen trade, such as planing, hammering, sawing, for a carpenter; cutting and sewing for a dressmaker, and so on. If the second party guess correctly what trade is represented, they take their turn. If they fail, the first band has a second trial.

### Blackboard Relay

[This is a good device for enlivening a dull hour in school. It may be adopted for use in spelling, composition, arithmetic, or almost any subject, and for any children old enough to write on the board.]

The class is seated with an even number of pupils in each row. A crayon is given to the player at the back of each row, all of whom at a given signal run to the board and write a word suitable for the beginning of a sentence. After writing, the player returns quickly to his seat, handing his crayon, as he goes, to the player in front of him. This second player at once runs forward, and writes a suitable word after the first. In this way each player adds to the sentence being written by his own row, the last player being required to write a word that will complete the sentence, and to add punctuation marks.

In the game adapted to sentence building, as this is, points should be scored for speed, spelling, writing and grammar; twenty-five for each. The first row finished scores twenty-five for speed, and the others in proportion.

This is an admirable device for testing in reviews of history, geography or arithmetic.—From *Games for School and Home*. Macmillan & Co.