

Down in the Deep, Deep Mine.

"Oh miner, down in the deep, deep mine ;
 Oh miner, down in the dark ;
 Oh miner, with your pickaxe strong,
 You work so hard the whole day long,
 And help to do your part.

You bring us iron so hard and strong,
 And coal to keep us warm,
 And brightly sparkling silver ore,
 And gleaming gold, and even more,
 By working with your arm."

—Selected.

Busy Work.

Fold paper and practise tearing evenly through the creases. After tearing off a number of strips, make them into lamp-lighters for home use.

Narrow strips of paper may be cut or creased and torn evenly into certain given lengths, four-inch, or five-inch pieces, etc. After each piece is torn off, not before, test accuracy by actual measurement. For this purpose the children may have sticks of the given length, or strips of card-board, or a foot-rule. Good pieces may be kept for making paper chains.

Draw pictures of given number of houses, each house having a stated number of windows.

Take impressions of leaves on moist clay. By doing this the children gain a clearer idea of the way in which fossils were formed.

Fold paper caps from memory. (The children should have folded them at least once previously from dictation, as follows:) Use an oblong sheet of paper any size from a small piece 3x4 inches to half a sheet of newspaper which makes a cap large enough for a child's head. Lay the oblong sheet of paper on the desk with the long edges at the right and left. Fold the front edge to the back. (The back edge is the one farthest away.) Without opening, fold the right edge to the left. Now open the last fold and observe the crease made. Fold half of the front edge to this crease. Fold the remainder of the front edge to same crease. Open the paper at the back edge, folding the upper portion towards the front as far as it will go. Fold remaining portion similarly on opposite side of cap. If the edges that extend past the triangular form are now folded over and gummed, the cap will be stronger and of better shape.

Mica has been found a few miles from Yarmouth, Nova Scotia, in considerable quantities.

For the EDUCATIONAL REVIEW.]

Cardboard Work — No. 2.

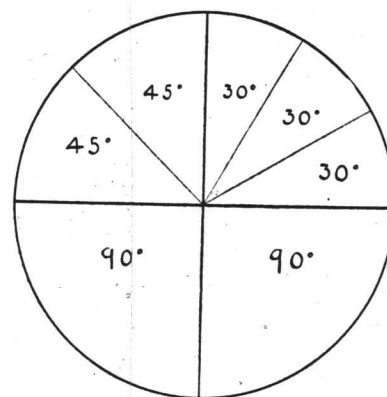
By T. B. KIDNER.

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A little preliminary practice in the manipulation of ruler and set square, and the drawing of lines at right angles, may be required in some cases, but it is better to get the necessary dexterity by drawing *something* rather than a series of practice lines which come to nothing in the end.

The drawing finished, the pieces of card are then distributed. These should be cut about three-quarters of an inch larger each way than the finished exercise. The drawing should then be carefully made on the card, ready for the cutting out. Next, the proper method of holding the scissors should be demonstrated, for a great deal depends on it. The thumb must be placed in the

Figure 2.
 Blackboard diagram used in
 teaching angles &c.



upper loop, the *middle* and *third* finger in lower loop, with the forefinger in front of it. Holding the card in the left hand, open the scissors *wide* and cut steadily forward on the *right* hand side of the figure, steadying the right arm by holding the elbow close to the side. Do not bring the points of the scissors together; better results are obtained by not cutting with them, though the children are apt to do so at first. When the first cut is completed, it is well for the children to hold the card up while the teacher passes rapidly round inspecting the cut, pointing out the weak places and approving of the good, straight edges. The other three sides of the square should then be cut and the complete figure *laid* on the drawing to test its accuracy. Great stress should be put on this feature of the work by the teacher, and from the first no deviation from truth should be accepted by