

electrical apparatus used in teaching Gage's Physics. Mr. Gormely has great ingenuity and skill in making use of simple materials. He showed how much might be accomplished in this direction; and if teachers had not the genius themselves they could inspire some of their pupils to undertake such work.

Miss Antoinette Forbes read a paper on Entomology illustrating in a very practical way how children might be led to make observations on the habits, structure, and life history of insects. In a later number of the REVIEW we hope to give a synopsis of Miss Forbes' excellent paper.

Mr. J. S. Layton read a short paper on Drawing, followed with blackboard illustrations. He was listened to with the greatest attention, showing the interest taken in this subject. A great obstacle to success was the teacher's lack of skill in drawing, but this could be overcome by persistent application and study. Dictation exercises can be used with advantage in teaching drawing; careful study of designs is necessary; very little benefit can come from copying merely; rough outline sketches of objects are good for beginners. An interesting discussion followed in which Dr. Trotter, president of Acadia College, and Inspector Creighton of Halifax took part.

Mr. G. U. Hay led a discussion on Observation, as a basis of Nature Study, the leading point of which was that the child must be aroused to take an intelligent interest in the objects around him, and that occur in his walks to and from school.

Windsor was chosen as the next place of meeting. The officers for the current year are: Miss Forbes, of Windsor, vice-president; Mr. J. A. Smith, of Windsor, secretary; Principal Shields, of Hantsport, Principal Robinson, of Berwick, Mr. Huggins, of Kentville, Miss Etta Yuill, executive committee.

A public educational meeting was held in the Methodist church, Canning, Thursday evening, at which Inspector Roscoe presided, Dr. Trotter and Mr. G. U. Hay delivered addresses. A feature of the evening was the presentation of a diploma and a prize of \$50 for excellence in the study of Agriculture, to Mr. Percy J. Shaw.

Spelling Exercise.

The following words were misspelled in a recent examination paper for teachers' license. They furnish a good exercise for pupils. The teacher must not expect that the errors made on the first writing need only to be corrected once. The pupils should be drilled on such a list as this until there is no possibility of making a mistake:

Comma, foregoing, pollen, thoroughly, sentence, necessarily, latter, omitted, cotyledons, interest, emphasize, read (past tense), punctuation, sense, pronunciation, interested, until, dividing, helpfulness, similar, growth, definitions, acquire, accent, experience, there, separated, too, endogenous, length, principles, interrogation, transitive, semicolon ("semi-collent"), judgment, breathe, reflection, repetition, apple.

Busy Work for Primary Grades.

What work should be given to Grades I and II so as to keep them profitably occupied while in their seats?

This question was asked at the Kings and Hants Institute meeting at Canning, and the REVIEW was requested to answer it. We shall try to do so; and to keep on answering it, from month to month, if the teachers of our primary schools will help us. Those who have been successful in introducing interesting and profitable busy-work for the earlier grades can thus aid others in a marked degree by giving briefly their plans. We hope primary teachers will make this page their own, and scatter abroad, by means of the REVIEW, what they have gained from their own reading, or what their own quick wits have discovered.

And here we would caution every teacher against using any method without careful study and adapting it to her peculiar needs. Educational papers, or some of them at least, are too often filled with devices and plans for work which are worthless, if used without reflection. Teachers should carefully sift these and reject what they cannot adapt for their classes. The lazy or incompetent teacher fails to do this, and takes at haphazard whatever comes along in the shape of a ready-made lesson from shabby periodicals, which cannot be called educational journals in any sense of that term. These live by giving to teachers, what every teacher should have the spirit to do for herself. She must think out her own needs and those of the child, make a careful study of the text-books, supplementing this by a study of books, papers, and whatever else will enable her to come before her class with a bright, fresh lesson that is all her own, because she has brought her own resources to bear on it, and wakened up and brightened her whole mental outfit. Such a lesson cannot fail to brighten up a class and reflect the teacher's own enthusiasm.

NUMBER WORK.

One teacher at the Canning Institute suggested for busy-work at seats the learning of the multiplication table by objects; another suggested the utilization of the figures from old calendars for number work; another would have the pupils come forward and do work on the board in turn: this creates a generous rivalry and is a stimulus to do neat and accurate work.

LANGUAGE WORK.

Say or write at least two things in one sentence about the parts of: a house, a knife, a chair, a carriage, the hand, a jacket, a table, a book, a tree, a desk, the face, a pencil, a dress, a trunk, a leaf, a watch, a pen, a sleigh, the snow, a piece of chalk, the fire.