

The Class-Room.

1. Draw a square inch.
2. Draw a rectangle 16 inches long and one inch wide.
3. Divide it into square inches.
4. Draw a square 16 inches.
5. How many rectangles like that just drawn are equal to a square 16 inches?
6. Draw a square which shall contain 16 square inches.
7. Draw a square which shall contain nine square feet.
8. 9 square feet equals what?
9. Draw a square which shall contain 4 square inches.
10. What is the square of 2? of 3? of 4?

The square of a number is indicated by a small figure to the right and a little above the given number; thus 2² means "the square of 2."

Go slowly, and do all work accurately. Some pupils will need help. While not refusing to aid them, teach them to help themselves. Let them see every process. Require them to perform every process.

Mark the silent letters in comb, crumb, czar, scene, gnash, sign, reign, feign, rhyme, knave, knot, calk, chalk, folk, balm, halve.

Make sentences in which the following words are used correctly: All, awl; aisle, isle. I'll; add, adze; ate, eight; Abel, able; air, Ayr, ere, e'er, heir; ark, arc; aloud, allowed; altar, alter; ant, aunt; axe, acts; ail, ale; assent, ascent; accept, except; addition, edition; attendance, attendants; assistance, assistants.

Here are twenty-five words in common use. Can your pupils pronounce them all correctly? Are they in the habit of doing so? If not, let a search in the dictionary be followed by a drill sufficient to insure correct pronunciation in the future: Strength, shrivel, simile, programme, contrary, leisure, lever, equable, equerry, Giaour, Palestine, Italian, Niagara, microscopy, telegraphy, finance, canine, squalor, isolated, coadjutor, hyperbole, monogamy, isothermal, perfect (verb), minute (adj.).

Compose sentences showing the use of: into, in; those, these; this, that; much, many; between, among; who, which; who, that; oldest, eldest; teaching, learning; less, fewer; teaches, learns; fall, fell; lie, lay; sit, set.

In London recently one of the weekly papers offered a prize for the best list of strong words, to

number ten. The announcement specified that but ten words would be considered from any one person and a committee of literary men would select from the numbers offered the ten strongest words in the English language. These are the words that won: Hate, blood, hungry, dawn, coming, gone, love, dead, alone, forever.—*Selected.*

Observation.

Dr. Woodman, professor of geology in Dalhousie, and a distinguished graduate of Harvard University, gave a talk to Halifax teachers on the afternoon of March 4th on "Observation." The supervisor, Mr. McKay, in a circular letter, especially lays stress upon the bearing of the "Talk" upon nature study. "The first essential," quotes the letter, "is positive, direct, discriminating, accurate observation; the second essential is to understand why the thing is so or what it means; the third essential is the desire to know more, and the final result is the development of a keen interest in every natural object and phenomenon."

The first purpose of nature study is to interest children in nature. The second is to train them to observe, compare, and express (see, reason and tell); to cause them to form the habit of investigating carefully and of making clear, truthful statements, and to develop in them a taste for original investigation. The third purpose is the acquisition of knowledge.

Nature study is never a task, but a tonic. It recreates. Life, progress and growth are always interesting. This fact can be successfully utilized in the school-room and in out-of-door work in sense training. When the idea of nature study first dawned on the educational world, it was inevitably confused with the sciences on which it was based. To-day nature study and science, while they may deal with the same objects, view them from opposite standpoints. Nature study is not synthetic; it takes for its central thought the child, and for its field work the child's environment in nature. We who would teach and inspire the young folks must learn our own lesson before we try to instruct the pupils."

Keep your explanation down to the level of your pupils' minds. A great deal of teaching "flies over the heads" of your pupils. You must learn to talk in household Anglo-Saxon, such as men use in business and women at home.

Seldom repeat a question. Train your pupils to a habit of attention, so that they can understand what you say the first time.