

Taxidermists' windows can also be utilized in this work; children should be encouraged to visit them and study their contents.

While serving the original purpose these devices also help to maintain discipline. I have known restless, irritable pupils on the verge of an outburst of temper settle down quietly to work after a short trip to the square to count the turtles in the fountain or report the seal's movements.

Kindness to animals should be inculcated with every lesson. Teach the little ones to be kind to each other, to their parents and teachers. Help them to express the gratitude so many feel without knowing how to show it, to perform the trifling little acts of courtesy and good-will that cost so little and mean so much. Train them to be thoughtful for others, to be helpful at home as well as in the school and ever ready to make life pleasanter for all.

Children, so trained, are incapable of cruelty to animals. The habit of kindness develops with their moral growth into a fixed principle based on the reverent recognition of everything created as an instance of the Creator's power.

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For the REVIEW.]

Composition — Grade III.

ONE TEACHER'S METHOD AND THE RESULT.

The work in composition prescribed for Grade III. is to answer, in writing, the questions on each reading lesson, to correct orally any wrong forms of speech used by the pupils, and to require the pupils to repeat the substance of a reading or oral lesson before leaving it.

In dealing with the first part, viz., answering the questions, I generally prescribe about five questions to be studied with the lessons; then, next morning these questions are answered on the slates either before or after the reading of the lesson. In correction of wrong forms of speech my plan is to note and correct each error in grammar made either in writing or in conversation. But I have found most difficulty in getting the pupils either to repeat the substance of the reading lesson orally or to reproduce it on slate or paper. The reason of the difficulty is that by the time the children have read the lesson several times they become so well acquainted with it that they adhere too closely to the words of the book instead of using their own language. In order to overcome this difficulty I have tried different plans, and have found them more successful in leading the pupils to express their thoughts in their own words than the reproducing of the reading lesson. On Friday mornings I have frequently distributed pictures, one to each pupil, and asked them to write a short

story about what they see in the picture, one pupil frequently putting her story on the black board so that the class may criticise, and then a number of others read their compositions, holding the picture so that all may see it. There are a number of other plans, but one which I have found to interest the children lately is to ask them to write a short account of any visit they have made during vacation or at any time, or of anything which they have seen or of which they have read. Then, as before, a certain number read their story to the class, and I frequently encourage the children by asking those who write a fairly good composition to write it on paper and give it to me. This plan, I find, leads the children to think and to express their thoughts in words, which is one of the difficulties to be overcome in the work of Grade III. The following is one of a number of the last named compositions given me by my class a few days ago:

A.

CAMPING IN MAINE.

I am going to tell you a story. I was away camping last summer for three weeks. We were on an Island in Moose-head Lake, Maine. It was two miles long and one wide. We had for neighbors lots of squirrels and deer. The latter used to bark at night, just like dogs. We slept in tents, and our beds were spruce boughs, three feet deep. We kept our doors wide open, and went to sleep looking at the stars. Our guide's name was Icabod Smith. My brother and the guide went out in the canoe every morning to the hotel to get provisions. The squirrels used to wake us up at day-break with their scolding and chattering in the trees. We had three tents — a dining-room tent, and a bed-room tent, and a tent for the guide to sleep in. It was great fun to watch the guide cook pan-cakes. After he had finished making ours, he would make a big one for himself, and throw it up in the air to make it turn over. When he wanted to bake beans, he would make a hole in the ground, and fill it with burning coals, and put the pot in and cover it with earth, and leave it all night. There was a large hotel, four miles below us, at Kineo, where Americans went every summer.

FREDA C.

Essay on "Breath," by a schoolboy who had attended a course of lectures in Physiology: "Breath is made of air. We breathe with our lungs, our lights, our livers and our kidneys. If it wasn't for our breath we should die when we sleep. Our breath keeps the life agoing through the nose when we are asleep. Boys that stay in a room all day should not breathe. They should wait till they get outdoors. Boys in a room make carbonic acid. Carbonic acid is more poisonous than mad dogs. A heap of soldiers was in a black hole in India and carbonic acid got in that black hole and killed nearly every one afore morning. Girls kill the breath with corsets that squeeze the diaphragm. Girls can't run or holler like boys, because their diaphragm is squeezed too much. If I was a girl, I'd rather be a boy so I can run and holler and have a good big diaphragm.