

Each child cut and folded the parts for the figure, each part when cut was placed in an envelope bearing the worker's name; when all the parts were ready they



were fitted together on the desk, the little ones working from dictation and a blackboard drawing. I looked at the work, and suggested any necessary changes before brushing with mucilage, after which the children lifted the parts carefully and pasted them on a sheet of brown paper. The result was very satisfactory; of course there were errors, such as placing the limbs too high or too low, but no one made the glaring mistake of putting two arms or two legs on the same side of the body. After the parts were pasted the children drew the features and other necessary lines, and the picture (as they called it) was completed.

Use gay colors for paper-work, and have a box of paints at hand; give the little folks as much freedom as possible; let their ideas expand, and never fail to encourage those who wish to put forward thoughts of their own. Teach them to be thorough in the smallest detail, inculcate pride in skilled labor, and lead them to see that each one must do his part well to form a perfect whole; the primary school is the gateway through which millions of children must pass on their road to knowledge; throw it open wide, make the little travellers welcome, and smooth the way before them; after a time they can walk fearlessly, and will not be so easily discouraged. Primary work must be made interesting and attractive or it will surely fail to be instructive.

M. B. O'SULLIVAN.

QUESTIONS to be answered by the pupils from their own observation and reflection or upon suggestions of the teachers:

How does man get food from the earth?
 How does man get clothing from the earth?
 How does man get fuel from the earth?
 How does man get shelter from the earth?
 How does man get tools from the earth?—*Ec.*

For the REVIEW.]

Hints on Teaching Geography.

Let us suppose the lesson assigned is the surface, rivers and lakes of one of the provinces.

Tell the pupils that for preparation they must draw an outline map of the Province, and insert the rivers, lakes, etc., until they can place them from memory.

Before the hour for recitation arrives have an outline map drawn on the black-board. (Either draw it yourself out of school, or get two of the pupils to do so.) Then commence your lesson by having some of the pupils lay down the rivers, but not the names of them. The teacher should draw attention to errors and make corrections when necessary. From the source and direction of the rivers the pupils will be able to locate the water-shed and name the slopes. Next have the lakes marked and require some pupil, who did not place any of the rivers, to name the rivers flowing into a certain lake, or, if the lake is merely an expansion of a river, require him to tell in words where the lake is situated. Lead the pupils to see that most lakes are expansions in the bed of rivers, as Grand Lake of the Salmon river, or hollows into which rivers flow, as the Great Lakes. Get a statement of the situation of each river, lake, and mountain system, after it has been drawn on the map, but not before.

When pupils take their seats, cover the map on the board and require them to draw it from memory, printing the names of lakes, etc., no names having appeared on the black-board map. Examine work, and uncover map for corrections, when needed.

Keep the map on the board until all of the geography of the Province has been learned, pupils marking railroads, cities, etc., as they come in the order of the lessons.

A. F.

Lower River Hebert, N. S.

Bird Trades.

The swallow is a mason,
 And underneath the eaves
 He builds a nest and plasters it
 With mud and hay and leaves.

Of all the weavers that I know,
 The oriole is the best;
 High on the branches of the tree
 She hangs her cosy nest.

The woodpecker is hard at work,—
 A carpenter is he,—
 And you may hear him hammering
 His nest high up a tree.

Some little birds are miners;
 Some build upon the ground;
 And busy little tailors, too,
 Among the birds are found.

—*Our Young Folks.*