

It was suggested that we should consider the work of Grades VI., VII. and VIII. But because I wish to enlist the interest of all grade teachers, I shall glance back to the work of Grade II.

GRADE II. Directions and Distances are the chief topics laid down for this year. While interest in these topics is slight at this age, these space relations are so fundamental that efforts must be made to arouse interest. Require the children to point out directions and estimate distances of known objects and places with reference to the school and home. To do this, accurate ideas of the units of length — the inch, the foot and the yard — must be developed. The cardinal points are fixed. How long does it take to walk a mile? Where will you be if you walk a mile north, south, east or west of the school-house? Walk from one street to another. How many steps do you take? Measure the length of step. What is the distance walked in inches? in feet? in yards?

I would have a map of the world in every school-room, even in the Primary School, and by using pictures of places develop the idea that the map is a picture of the World. If places are mentioned in lessons, show their place upon the map with reference to home at least. In Grade III. we talk map and draw plans of the school room, grounds and surroundings, neighborhood, and country. At the same time notice home resources, industries and nearby places in a simple way.

In Grade IV. the teaching will be more formal, and in the work of this year the globe, sand table, pictures and maps will be used to develop ideas of form studied. Excursions should also be taken to see any illustrations in the vicinity. After the idea is in the child's mind I would require a definition of each form to be learned that will do for all the higher grade work, and need only a review there. The following are the topics thus taken up: Form and Size of the Earth, World Ridges, Continents, Mountains, Volcanoes, Valleys, Plains, Rivers, River Systems, River Basins and Divides.

And now for the study of New Brunswick. I would have its study completed in Grade IV. and not laid down again to be taught in Grade V., as is now the case.

In Grade V. I think too little work is laid down in our New Brunswick Course, and too much for Grade VI. So I shall try to sketch what has been done in these years — in Grade V.: Latitude and Longitude, Cause of Day and Night are taught. Next the study of North America as a whole; then the Dominion of Canada, Nova Scotia and Prince Edward Island.

(To be Continued.)

Europe has tried various ways of keeping the peace. Popes, councils, ecclesiastical and lay, concerts, etc., but nothing has been found as a preventive of war but the absence of a desire to fight, and that must be reached through the hearts of men.— School World.

Keep close to duty — never mind the future— Be what you ought to be; the rest is God's affair.— Amiel's Journal.

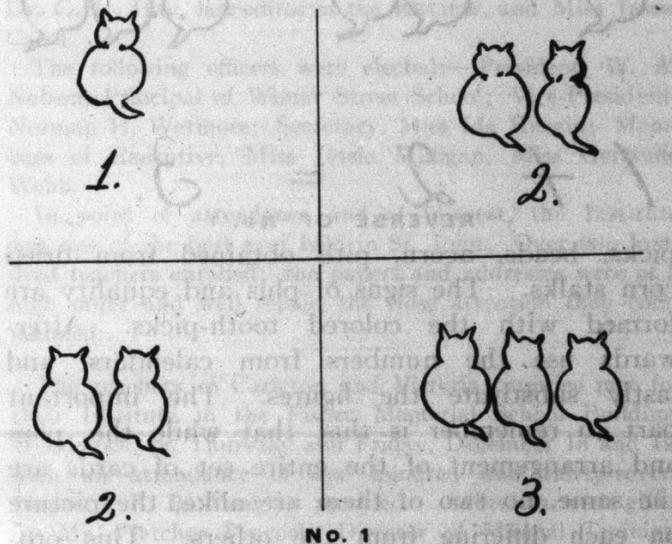
**BUSY NUMBER WORK.**

GERTRUDE COUGHLIN.

Make or have made an unlimited supply of number cards. The making of these cards will provide busy work for grades two and three. There are many reasons why these cards should be used:

1. Board work is hard upon the eyes.
2. It is difficult for a small child to keep the place.
3. When the child has the work beside her, she is much more apt to get the work in correct order, and right side up.

Manilla cardboard makes excellent cards. A good size is 3½ x 5 inches. One side of the cards is divided into four sections; in each section is placed a group of not more than five



pictures, that is to say there may be two pictures in one section, in another three, in another five; not more than five until the child has mastered these five and learned the different combinations of them. It will take six or eight weeks to do this. The pictures should be the simplest outlines of common objects, apples, hats, chairs, etc. Our illustration shows cats.

When the cards have been distributed, have the groups copied from the cards. When the names of the figures have been learned, have the figure placed near the group that contains that number of pictures. In teaching the names of the figures I have used the figures from out-of-date calendars; the larger sized numbers are especially good. Paste the whole sheet on thick brown paper. Pupils of Grade II will enjoy cutting these up. From 1-10 reserve for Grade I