

For The Educational Review.]

After Vacation — An Idea.

Did you not see or read something—many things—during vacation which you felt you would like to show to your pupils? Perhaps you have forgotten what it was, but possibly you have brought back some picture or magazine article that fits in with your plans for the year, or promises to arouse interest in a school subject. Whether you have or not, here is a suggestion for the use of such outside material in your year's work.

I shall not tell you what you can do or should do, nor the surprising results you may achieve, for each grade, each school, each teacher, each circumstance has its peculiar possibilities. I shall tell you what we did, and, having got the idea, you can certainly improve the method and broaden the scope of its adaptation.

We had already, when the idea came to us, a number of magazines freely used and enjoyed at recess and in connection with lessons; and the "School Magazine" for the first month consisted largely of clippings from these. But when the October sheet was turned over, the pupils were ready to provide material. I say "turned over," for the "magazine" was simply ten or twelve large sheets of wrapping-paper brought from the general store, fastened together at the top with two strips of wood a little longer than the width of paper, and hanging on the wall like a chart. Clippings were handed to me, discussed with the class usually, then pasted carefully on our "magazine." As each sheet was turned back, the new one had the name of the month printed across the top in large letters coloured with crayon. The first sheet had also "Farville School Magazine" and the year—we thought that more impressive than "Scrap Book," but the latter might be more attractive to young children. It was hung low enough for everyone to read and, with its brass tacks, red cord and letters, and rather dark paper, (much better for the purpose than the light yellow,) it was quite ornamental. That it was useful I will give a few details to prove. Much that was interesting and delightful at the time, I find, I have forgotten.

This section was twenty-five miles from the nearest railway, and many of the children had never seen "the train." So I had a talk with them about engines, cars, tracks and railways in general. Next day a boy brought me an article with illustrations

about the monorail car. This, I remember, as the first voluntary contribution. When we were studying the geography of Ontario, someone handed in excellent pictures of the canals and locks, which, with my crude drawings, made the system quite clear. When we were at Ireland, a short article on early Irish history and folk-lore was brought in. When we were at Asia, several illustrations of Eastern customs and dress were clipped, evidently from a missionary paper. In history, I remember, the day we began Henry VIII much interest was taken in a picture of that hearty monarch which had just been pasted up. It was a magazine copy of a fine oil painting. From the same source we got several other celebrities. Noted battles and famous men indeed, we seemed to get just when they came up in class. Often, material handed to me was reserved because I saw that it would give point to future work. One boy who had been given a year's subscription to a popular science journal, frequently gave us articles on new inventions. Our literature work was often embellished with notes and illustrations clipped from magazines and newspapers, and some of the best of our contemporary poets were wedged in among prescribed authors.

Of course there were times when interest flagged and something of this sort kept it going: "Did you see that picture of a Saskatchewan school that Arthur put in our magazine? It is not so nice as ours. . . . Jean has found a fine picture of a school garden; do you think we could ever have one like it? Someone would better paste it on at recess. . . . Be sure to read that account of the earthquake; I'm going to ask you all about it this afternoon. . . . Thank you for these children in Dutch costume, Sadie; we are going to take up Holland soon. . . . And Will brought a good story;—if anyone can give it the right emphasis to bring out the funny part, they may go and read it aloud. Yes—you try." For we liked jokes in that school, particularly schoolroom stories, and I find that a bit of humour has its uses, too. Several amusing things occurred in connection with our "editing." Once, when we had been discussing dogs, a small girl brought me a lot of coloured pictures of the different "breeds," roughly cut from an old "picture book." My usual strict censorship of material made it seem funny to the older pupils that I gladly found room for the dogs. Again, when one boy brought a half-tone picture of the premier, another indignantly asked to have it suppressed until