

school, and pernicious to it, must be helpful.

In many schools it is customary to give one school session of each week, or each fortnight, to exercises of a varied character. Some of these call out the very best thought of many of our teachers. If they could be written out and published, other schools and other teachers could sometimes get great help from them.

In one school of my acquaintance, one of the hours of a "Wednesday afternoon" was profitably spent in writing telegraphic despatches. When written, they were read, and the teacher showed the scholars which were the best, because most concise and comprehensive.

In some of our upper village schools, it is possible to awaken thought and develop expression among the older pupils by school discussions. The ordinary school recitations give room for these, but sometimes it is not easy to take time enough for the recitation. The success of a discussion must depend largely on the subject which is chosen. That must be within the child's comprehension, and something in which he feels an interest. What kind of animal is the best pet, and why? Do we enjoy a pleasure most when looking forward to it, or when looking back upon it? What kinds of substances are suitable for our clothing, and what qualities make them suitable? Which are pleasanter, summer sports or winter sports? Which of my studies is the easiest, and why? Do we get more pleasure from seeing or hearing? Which is the more intelligent

animal, the horse or the dog? These, and questions like them, appeal to the experience of most school-children.

Suppose a class has just finished studying the geography of Canada, and that each child has been asked to select a city, and study about it, so that he can describe it. One of them begins: "I know a city in one of the Eastern Provinces. It is not on the sea coast, but is on a large river. If you were there you would see many ships and boats lying in the river, and on the wharves and near the river you would see a great many different kinds of merchandise." Here the class would begin to look intelligent, and as the pupil goes on to say: "you would probably see large quantities of lumber and grain, and perhaps hear some of the people speaking French." Nearly all the hands would be raised, and many voices would be ready to exclaim: "it is Montreal." Or, let each of the class select a short journey within the limits of Canada, and tell what he would be likely to see in taking a journey, showing on the map what route he would take, and describing all objects of interest. If some of the class can describe journeys that they have actually taken, the interest of the exercise will be increased. Or, ask each child to come prepared with a question beginning with "why." Why is there dew at evening? Why does smoke go up the chimney? Why is there snow in winter, but only rain in summer? When the questions are given, write them on the slate, and tell the children to think for a little while and see if they