

and changing the tenses of verbs. It may be varied in many ways. Take a conversation from any story book, write it in indirect discourse and give it to the pupils to turn back again. Ask them to select bits of conversation from books they are reading at home, copy them exactly, to get correct spacing and punctuation, then write them from dictation. Turn reported sayings in the history lesson from indirect to direct speech, or *vice versa*. Encourage the use of direct discourse, where it is fitting, in all language work, and in written answers to questions in history or literature.

Indirect Description.

An interesting phase of composition work which may be taken up in the primary grades as well as in the grammar school, is indirect description. It may also be called "description by hints" or "description by giving the effect for the cause."

Thus, the teacher may ask the class to tell her that the wind is blowing without using the word wind. The result will be examples of effect for the cause. "Hear the windows rattling." "The dust is flying." "The shadows of the trees are waving on the ground."

Other thoughts which may be expressed indirectly are: The sun shines; It is summer; It is winter; It is spring; You are sleepy; It is Sunday; John is happy; The boy is in a jolly mood; He is charitable.

The "weather" is a particularly good topic for use in this work. It can be indicated by talking about the sky, the ground, or the air, or the effects of any of these upon plants, animals and people.—The Teacher.

The work suggested may be correlated with literature in a very interesting way by finding "indirect descriptions" especially in poetry, and showing what they denote. *e. g.*, "Now the sun has stretched out all the hills." "My breath to heav'n like vapour goes."

One of our new subscribers who has gone West writes: "I find the REVIEW very interesting. It seems to be a tie between the East and the West. The article on "The Diverting History of John Gilpin" in a recent issue, brought up many pleasant memories of a year at St. John High School."

GEOGRAPHY IN NEW BRUNSWICK SCHOOLS

[A paper read by Miss Anna L. Richardson at the Charlotte County Teachers' Institute at St. George, October 2, 1913].

From the derivation of the word Geography, we find it to mean a writing about the earth. Until recently it was viewed and taught as a subject of school study, with this definition as its ideal. The earth was studied for itself alone. Isolated facts were emphasized for themselves, not as vital parts of a living, organized whole; and so physical features, countries, cities and industries were located without any relation to each other. Modern educational thought has broadened this view. We now define Geography as the Study of the Earth as the Home of Man. Yet much of geography still proceeds upon lines of the old ideal, and relationship between the earth and man is wholly overlooked.

From its nature Geography is a conglomerate, not a simple science. It is made up of Astronomy, Botany, Geology, Meteorology, Mineralogy, History, (including civics), Mathematics and Physics. It touches upon all these subjects, not for the scientific knowledge of each as such, but because it depends upon and is related to each. For this reason we must be careful not to overload our geography teaching with the details of these sciences; but to correlate them sufficiently for a true understanding of our subject.

Geography is indeed one of the most important subjects upon the common school curriculum of to-day. It has both a practical and a cultural value, and should be taught that these two ends may be attained. To do this properly we must develop geographical reasoning, which is reasoning from effect to cause; and therefore our geographical data must be organized in a causal series. To illustrate what I mean by this:—A country has resources. These resources determine the occupations of the people. These occupations or industries have products which must be distributed; hence we have commerce; centres of commerce grow into large cities which are necessary to feed and clothe the people. All these, with the characteristics of the people, give rise to form and grades of social development, such as schools, religion, books, wages, standards of living, railroads, telegraph systems and government. Surely this is a sufficiently practical view to make Geography company with Arithmetic.

On its cultural side, it is necessary to that vague, but most desirable mental accomplishment we call general intelligence. One cannot read a newspaper intelligently without a very considerable knowledge of elementary geography, some knowledge of the nations of the world, their characteristics, customs and occupations and the races to which they belong; some knowledge of the earth's physical features, rain and heat belts, climate; enough of astronomical geography to explain in a slight degree the seasons, day and night, etc.—such knowledge must be part of the equipment of the intelligent mind.

To secure this knowledge for our pupils, we need maps, good text-books, supplementary material, a well-graded and definite course of instruction, and time to develop the work without "cram."