

which they plucked the little gem, after you have admired the "modest flower," after the pupils have noticed the "bent-stalk," the "drooping head," the glowing and beautiful colors, could you suggest a more suitable time to teach:

Down in a green and shady bed -  
A modest violet grew;  
Its stalk was bent; it hung its head,  
As if to hide from view.

—*Wilhelmina Toole, Tooleton, N. B.*

#### PRIMARY GEOGRAPHY.

Few pupils have a clear, definite knowledge of the locality in which they live. Definite knowledge of the home surroundings, of its hills, streams, landscapes, agriculture, manufacturing, commerce, changing seasons, storms, etc., are necessary to understand similar things in the world abroad.

The study of geography should begin in the first grade, by stimulating the powers of observation, of investigation, and language; by observing color, form, motion and direction. In modern well-equipped schools where there are facilities for the use of sand or clay, ample scope will be found for the boundless activities of the child in early years. Who does not remember with delight when we made our first sand or mud house, using our hand or foot for a mold? But all teaching should have a definite aim. The sand is a good illustrator, but care must be taken it does not become the end. Lead the pupils to see beyond the sand.

Much variety of knowledge may be gained by stepping out of the schoolroom into the world without where they may get a view of the workman at his work and the country from the hill-tops. Such excursions as these may be made to the woods, streams, gardens, factories, wharves or mills. A single excursion of an hour will furnish matter for discussion for several lessons. Here interesting material for language lessons may be found.

An excursion should be as well planned as a lesson. The teacher should visit the place beforehand and lay out a scheme for observation. The playful dispositions of the children must be carefully watched and prompt measures taken in case of disorder. To compensate for this greater freedom the teacher will be brought into closer sympathy with the children and obtain a better insight into their individualities.

The spring season with its innumerable streamlets, miniature lakes, islands and mountains, is an opportune time to begin a topographical study. The snow during the winter has been studied, its beautiful crystals observed. It has kept the ground warm, for did we not find the leaves of plants fresh and green, the Mayflower "blooming amid the snow?" We saw how the woodsman used it to haul his logs. But now it is all gone. A writer in the *EDUCA-*

*TIONAL REVIEW* (April, 1902), has described the first spring expedition thus:

One day early in April the children of a primary room, guided by the teacher, set forth to explore. At the school gate they crossed the gutter on a plank. Conversation began at once; the plank was called a bridge; the water was a river, its direction was noticed, its source found to be a broad pool, which after it had been described, was called a lake, named, perhaps, School Lake, from its location. Into this lake farther up flowed another stream, described as inlet; with very little help, the idea of outlet was developed and name given. A little debating brought out the fact that water flows down hill, hence we say up stream, down stream.

Many other lakes and rivers were found, a smooth bottom showing slow current, a pebbly bottom rapid current. Even small Niagaras were there. How easy to get a description of a mountain, island, lake or river, when the object itself, fresh formed by Nature, was before the eyes. How pleased each explorer was to give a name to his own discoveries, after having described their characteristics and location. One very dark stream was called Black river. Too soon the half-hour was gone. This lesson would fail in its object if too much were attempted, and it would not be complete without the subsequent talks, sand work and drawings, which serve to impress the facts learned.

Talks on the people of other countries, their habits, customs, manner of living, of dressing, their houses, the products of their country, wild animals, legends concerning them, and pictures illustrating some phase of their life, will never fail to interest children.

Proceeding in this way through the first three grades, by the time the fourth grade is reached the pupil is in a position to take up the systematic study of geography on wider lines; such as observation of accessible natural features, description of teachers, from observation or from books, of features not accessible to class, nature and products of familiar and general occupations, detailed studies of rivers, their nature, cause and effects.—*J. A. MacKeigan, Sydney, C. B.*

WE hope that the portraits, sketches and extracts from the works of the foremost literary men of these provinces, now being published in the *REVIEW*, will be made use of in the schools to the fullest extent. There is too little knowledge among our young people of the men who have added to the world's literature and helped to make these provinces known.

Mr. Kidner illustrated at Baddeck how these portraits may be framed in neat cardboard and hung up in the schoolrooms, where they will constantly speak to the rising generation. The size of these frames should be a full page of the *REVIEW*, so that sketches on the reverse side may be referred to when necessary.