

MATTER	METHOD
	eral what they had thought about, to get each personally interested. I want each of you to again think of what you were thinking when I asked for the first answer. Are you ready? All right! Now think of something you would like to tell me about the object you were thinking of. We'll come back to you, Mary. My pussy has soft fur. Tom, your answer? My dog can run. Minnie, take yours? My doll has curly hair. I would take many answers to encourage the little folk and to make each feel that he has something to do with this lesson, that he is not a mere spectator. Place five or six examples on the B.B. after the style of the following:— (1) My pussy has soft fur. (2) My dog can run. (3) My doll has curly hair. (4) The book fell to the floor. (5) The boy struck the ball. (6) The sun shines in the sky. Referring now to the pupils who gave the several sentences, I would ask each in turn what he had thought about; and then what his thought of the object was, thus:— Mary, what did you say <i>you</i> thought of? I thought about my pussy. And <i>what</i> did you think about your pussy? That she had soft fur. Who can go to the B.B. and show me