

- (7) Master Bull-frog, grave and stern,
Called the classes in their turn;
Taught them how to nobly strive,
(8) Likewise how to leap and (9) dive;
(11) From his seat upon the log,
Showed them how to say "Ker-chog!"
(11) Also how to dodge a blow
From the sticks that bad boys throw.
(12) Twenty froggies grew up fast;
Bull-frogs they became at last;
(13) Not one dunce among the lot,
Not one lesson they forgot;
(14) Polished in a high degree,
As each froggie ought to be.
Now they sit on other logs,
(15) Teaching other little frogs.

—From Recitations and Actions.

(1) Raise the hands with the palms towards the face; repeat this quickly, thus indicating twice ten. (2) Point to indicate position. (3) Point to coats and vests with both hands. (4) Nod the head and look very grave. (5) Repeat action 4. (6) Point with the forefinger of the right hand towards the chest. (7) Stand in position. (8) Imitate the action of leaping with the hands. (9) Place the hands and head as in diving. (10) Point to indicate position. (11) Move the head downwards quickly. (12) Repeat action 1. (13) Nod the head. (14) Stand very erect. (15) Place hand to indicate the size of something very small.

The Trees' Secret.

TUNE: "Hold the Fort."

- (1) The trees all have a happy secret,
So we have been told,
It is what they have been hiding
(2) From the winter's cold;
(3) The glad sunshine knows this secret,
(4) And the raindrops, too,
They will help the trees to give
(5) A glad surprise to you.
If you'll watch the trees this spring-time,
You will see they hide
(6) In the small brown buds so cozy
Something side by side.
When the sun and rain have coaxed them,
(7) With a smile and tear,
(8) Then their treasures they will show,
(9) They always do each year.

(1) Index finger of right hand on lips. (2) Fold arms as though cold. (3) Point up left. (4) On "raindrops" tap lightly on desk with ends of fingers. (5) Point front. (6) Hold fist up. (7) Smile and wipe eyes. (8) Hold up fists tightly closed. (9) Open hand, fingers apart.

The Cat that Came to School.

Why here's a pussy come to school!
What do (1) you want, my dear?
You (2) prick your ears and (3) gaze about,
And seem to feel no fear.
Ah! next I see you (4) wash yourself,
That's right! Miss Pussy Cat;
The scholars here must all be clean—
I'm glad you think of that.

Now pussy (5) looks all around again,
Then gives a little "mew,"
And (6) shakes the bell tied (7) round her neck,
With bit of ribbon blue.

(8) Up on the table pussy jumps,
(9) Then to the Maypole goes;
Oh, kitty, would you like to dance,
As we do, on our (10) toes?

(11) Next to the class-room door she goes,
I'm sure she wants to learn,
(12) Come in, come in, then, pussy cat,
And (13) read when it's your turn.

But pussy only says (14) "Mew, mew,"
And (15) looks in teacher's face;
(16) Oh, puss, I fear you'll be a dunce,
And leave in sad disgrace!

How prettily you sit and (17) curl
Your long tail round your feet!
And look so cozy and content—
You must think school a treat.

—From Recitations with Actions.

(1) Point out. (2) Raise the forefinger of each hand, and put one on each side of head. (3) Look around. (4) Pretend to wash face. (5) Same as 3. (6) Hold hands loosely and shake. (7) Point to neck. (8) Raise both hands. (9) Point outwards. (10) Tap toes lightly. (11) Point to door. (12) Beckon. (13) Hold hands together, palms upwards. (14) Let a few children imitate mewling. (15) Look intently at teacher. (16) Move forefinger. (17) Curve right arm round to left side.

An excellent device for giving variety in written language is to read part of a story to the class, breaking off at some interesting point and directing the pupils to draw on their imagination to complete the tale. Each finishes the story according to his fancy, then the teacher reads the rest of the story. Sometimes a chapter or two may be read from an interesting book, the pupils to write the conclusion. This plan seldom fails to create a desire to read the book to see how it really does end.—*Western Teacher*.

REVIEW'S QUESTION BOX.

H. G. L. S.—1. What is the aim in having school children salute the flag, and is bowing to the flag compulsory?

2. Are pupils supposed to draw guide lines when writing in Harcourt's Copy-books?

1. The use of the school flag, and, incidentally, the custom of saluting it, are among the good things which we have borrowed from our neighbours in the United States. The salute is a mark of respect. The free education given in our schools is for the benefit of the individual, as well as for the benefit of the state; and the schoolboy should be taught to show due respect to the giver, that is, to