

word, or to repeat one short text, or verse of poetry. An interesting lesson can be given to older pupils on introducing a new text book. The title page should be studied, attention drawn to the words author, publisher, printer, editor. These terms should be carefully distinguished, as also, preface and introduction, index and table of contents. What does the date on the title-page mean? What is an edition of a book? Are there footnotes and appendix? What is their use? Was this book written as a whole for school purposes? Or is it made up of selections from other books? Is it the only book on the subject? If you were asked what book on the subject you were studying, what would you say? [One often gets the answer "A little red book." "A thick green book," and so on.] This lesson may be expanded. The object is to lead pupils to see that school text books are only introductions to their respective subjects, to name them correctly, to know, in a general way, what is to be found in them, and to be able to use them, as tools, intelligently.

It is well to put before all pupils at some time during the first few days of school, some of your own plans for the work. The beginners may be told what you hope they will know, or be able to do at the end of a week, a month, by Christmas time. Short views are best for them. Their elders, of course, know the outline of what they must do to grade, but they will enjoy being taken into confidence about the order in which work is to be taken up, and any new ideas that you hope to work out with their co-operation.

The quickest method of calling the roll is to have each pupil give his or her own number, the teacher giving the number of each one tardy or absent. In large schools the saving of time must be considered; but in smaller classes, and especially with little children, the personal touch which the calling of each child's name gives may be preferred.

Suggestions for opening exercises are often asked for, but it is hard to find anything new. A list of suitable Bible readings is given in each number of the REVIEW. Where the Bible is read, the Lord's prayer said, or hymns sung, much pains should be taken to ensure a reverent attitude and manner. The teacher's example is everything here. The two well known verses given below are suitable for repetition.

1. Father, we thank thee for the night,  
And for the pleasant morning light,  
For rest and food and loving care,  
And all that makes the world more fair.  
Help us to do the things we should,  
To be to others kind and good,  
In all we do, at work or play,  
To grow more loving every day.

2. Now that the daylight fills the sky,  
We lift our hearts to God on high,  
That He, in all we do or say,  
Would keep us free from harm today.

Some teachers give ten minutes or so to talks on current events, or some other topic of interest, before classes are formed. Where children are inclined to be tardy, five to ten minutes given to telling a continued story may serve as a bait for punctuality. This is a good chance to tell some of the classic stories, e. g., from the Iliad, the Odyssey, any of the Greek myths, stories of King Arthur. The story should always break off at an exciting point.

There is a bit of history about the names July and August. The former is named for Julius Caesar, and August, originally called by the Romans *Sextilis* (the sixth month), was named in honor of the Emperor Augustus. It was not the month of his birth, but that in which he had his greatest good fortune. It used to have only thirty days, but as July has thirty-one, August was made equal in length that the Emperor might not be slighted. September and the three months following are, of course, named from their numbers when the year began in March, from *Septem* seven, *octo* eight, etc.

Many battles famous in English history were fought in August; among them are Blenheim, 1704, the Battle of the Nile 1798, and Crecy, 1346. And in September Dunbar was fought, Quebec taken, Lucknow relieved.

If your pupils are following Professor Perry's "Nature Study of Animals" and have observed dragon-flies and caddises for themselves, be sure to read to them from "The Water Babies," Chapter III, about Tom's experiences with these creatures, when "he found there was a great deal more in the world than he had fancied at first sight," and let them memorize Coleridge's lines:

"He prayeth best who loveth best  
All things both great and small;  
For the dear God who loveth us  
He made and loveth all.