

pointing away from the pupil. It is needless to say that the pencils should be kept well pointed. In ruling the lines the pupil should always use the upper edge of the ruler, and draw from left to right (for a right-handed person), or from top to bottom.

Now return to the blackboard drawing of the ruler, and mark the half inches. How many parts have I divided each inch into? What would you call each part? How many half inches are there altogether on the ruler? The children may now be allowed to draw lines of $1\frac{1}{2}$, $2\frac{1}{2}$ and $4\frac{1}{2}$ inches respectively for some other points on the paper. Next mark the quarter inches, and proceed in a similar manner.

The children should now be shown the method of joining two points. Place two points *a* and *b* on the blackboard, and place the point of the chalk on *b*. Bring the edge of the ruler against the point of the chalk, and, while holding the chalk firm, slide the other end of the ruler up until it reaches the point *a*. Transfer the chalk to *a*, and draw the line from *a* to *b*. This is rather a difficult operation for

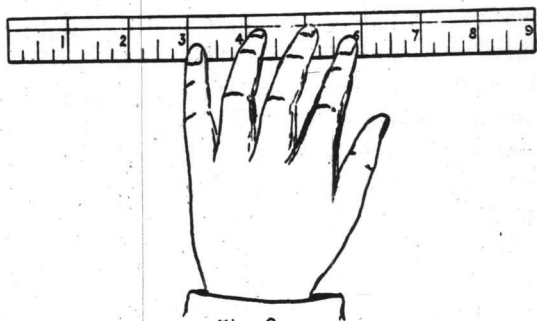


Fig. 8.

beginners, but if persevered with, a considerable amount of time and trouble will be saved later on, and more accurate drawing will be obtained. Care must be taken that the points are not covered up by the ruler, and that the points are sufficiently small to be covered up by the line when drawn.

At this stage it will be well to show that all lines drawn with the ruler are straight, whatever their direction may be, as children frequently get confused with the terms straight, level and upright. Lines may now be drawn in various directions, and of given lengths, by placing two points at given distances apart and joining them, thus combining the exercises before mentioned, and giving the children practice in holding the ruler in different positions.

"Do good to bird and beast."—Kipling.

"Pass to the Board."

Don't say to a class "Pass to the board quietly." If you are a successful disciplinarian you do not need this don't. But if you are only fair you may profit by it. When your first word of direction to the class is "pass" they will begin to pass. They are so pleased to pass that they do not care where or how they do it so long as they can get into motion. It is better to turn that command all about. Speak of quietness first, of the board second, and say "pass" when you wish them to move. It is a small matter—but it is worth thinking about.

It is better to say, "I wish you to see how still we can be in going to the board; stand; pass." Of course, it is far better to have such a spirit in your room that will make it unnecessary to mention quietness—they will be quiet without your speaking of it. But if you are only seventy-five in discipline you must speak of it. Here is the way one fine teacher does it at the beginning of the year: "Quietly (rising inflection and almost singing it, but very softly), ready, rise, to the board, pass."

Here is how another teacher (?) does it: "Now, children, we will take this on the board, and I want you to see how well you can do it. And I don't want any such confusion as we had this morning, either. It seems to me that you children ought to know better than make such disturbances when you know I want you to be quiet. James, put down that ruler. George, put that gum in the basket. I have told you a thousand times not to bring gum into school. No, that window is all right where it is. Never mind about the pencils now. Yes, I'll have that seat fixed when the carpenter comes to our school next time. Now let's have it still before we begin."—Sel.

The following are the answers to the questions in the "Christmas Holiday Game," December REVIEW:

1. Romeo and Juliet.
2. In a Hamlet.
3. As You Like It.
4. A Midsummer Night's Dream.
5. The Merchant of Venice.
6. Antony and Cleopatra.
7. Two Gentlemen of Verona.
8. The Merry Wives of Windsor.
9. Othello.
10. Much Ado About Nothing.
11. The Tempest.
12. Taming of the Shrew.
13. Julius Caesar.
14. All's Well That Ends Well.