

primaries white at the base, secondaries edged with white; tail black, the feathers tipped with white on the inner web; upper tail-coverts black tipped with white."

The bill of the Evening Grosbeak is very large, and yellowish in color; the bill of the Pine Grosbeak is blackish. This is an easy distinguishing point between the two birds.

HOW TO HOLD ATTENTION.

(Continued from January issue.)

24. *Use games; e. g.,* have two captains and a score keeper. Start the tables. If one side misses, the other side has a chance. Every miss counts against the side. The side having the smallest score wins.

25. *Use the restless pupil for monitor.* If he fails in his lesson, then he loses his position until he brings his work up.

26. *In questioning,* state the question first and then call on an individual. This aids in holding class interest.

27. *Occasionally have class close books.* The teacher reads a paragraph and some child tells what is read. Or let the class take pencil and paper and illustrate the paragraph, or reproduce it.

28. *Group or seat the class with care.* The child with weak eyes or poor hearing should be in the front, close to the board and close to the teacher. Put the mischievous boy in the back of the room where he will interfere but little.

29. *See that your attitude commands respect.* I have spoken of the mental attitude. The physical is very important. The teacher must stand erect, speak distinctly, walk lightly, have an orderly desk, etc., if she wants the pupils to have these habits.

30. *Plan definitely.* It is impossible to hold attention unless the teacher has her material organized and unless she has a definite aim in view.

31. *Use music* to cultivate attention. Play softly and have the class tap softly. Change the music suddenly to heavier sounds and have the tapping change. Stop suddenly and have the tapping cease. Play fast, then slow. Change your way of giving the work and keep the class guessing.

32. *Try the silent game.* If the room is noisy, get the room perfectly quiet and then write commands on the board; e. g., "Susie, please close the door." "James, please erase the board." "Susie, please get the paper by your desk," etc. Any one who makes any noise in moving must sit or stand at one side of the room until the game ends. Every command must be executed without noise.

33. When a child loses his place in reading, have him stand until he finds his place. He watches while others read, than after he has read, he passes to his seat again.

34. *Letting two rows compete for a mark* in reading holds class attention. This causes class-co-operation and good team work. The points noted are words which have to be told (the other side supply them), stumbling, failure to bring out the thought, and lack of feeling and lack of sympathy.

35. *Movement holds attention.* A teacher who moves too much will make a class nervous. Quietly change the

position from the front to the back of the room. Pass down the aisle and whisper a word of encouragement to one who is trying. Help one who is finding the work hard, as in writing, formation of figures or some attempted handwork. When a teacher changes her position, she gets the room from a new viewpoint.

36. *Novelty appeals to a child.* If there is too much new, the child becomes abnormal in his desire for something different. Use just enough of the new to keep up a healthy interest. New devices for word drills, new games for speed and accuracy in the arithmetic, new songs, variation in the physical exercises, all aid in holding attention. Keep the children guessing as to what will happen next.

37. *A tidy, orderly room aids in holding attention.* If paper gets on the floor use the silent game under number 32. If flowers are brought in, arrange them neatly and artistically. Require each child to erase his board clean and leave the chalk under the eraser or stacked in one corner. Keep waste paper out of the desks and keep a neat desk yourself.

38. *Let the pupils do the work.* The teacher must be the guide. The pupils should do the measuring of liquids, the measuring of heights and distances; they should pass papers for class work take up material, as papers, oilcloths painting water, alphabet cards, etc. Only those who pay attention to their task can do this monitor work.

39. *Using stars on the spelling tablet for a perfect lesson* will help hold class interest and class attention. The danger in this lies in the fact that with many inexperienced teachers the device becomes more important than the lesson. Keep the device in the background. Praise the perfect lesson more than the number of stars.

40. *Use headmarks in spelling.* This will sometimes aid attendance as well as attention, but it has its dangers, same as the star device. Have a definite understanding about the headmark. The persons must stand head an entire lesson or an entire week. Have the rules definitely understood and require obedience. If you break the rules for one, then you must do it for all. Have the class consent to suspend the rules in an exceptional case, but the teacher who does, will be said to have favorites.

41. *In spelling, have a definite end in view.* If the class knows that the words learned are to be used in writing up a pleasant experience, or a note of invitation or a letter to mother or some sick friend, the children work much harder to master the words. This is a fine way to hold class attention.

42. *Have short periods.* From fifteen to twenty minutes is long enough for all subjects except handwork, nature and story. These subjects require more time on account of material to be passed and the drawing, paper-cutting, etc., which belong with them.

43. Put your work on the board in a forceful, attractive way. Work rapidly; write clearly and legibly; arrange the work neatly.

44. When a word or a number is missed, do not call attention to the mistake. Pass to the next pupil. If he can't call the word or number, and give the correct answer, pass down the line until the work is given correctly. Reward in some way the child who was giving close attention, as, putting the name