

### A Page of Lesson Hints.

To introduce a lesson on the month of September, have a short interesting talk on the year as a whole, with the number of months and seasons in it. Name and tell the characteristics of each season, and the holidays and birthdays of each month.

Get from the pupils, by questioning, the name of the month, and that it is the first month of autumn; what they have observed of the increasing chilliness of the nights and the shortening of the days; of the quiet of noon-day which is so suggestive of the coming of autumn; of the changes of colour in the trees now beginning to be seen; of the decorations to be seen on the apple and other fruit trees; of the flowers in bloom and the prevailing colours; of the birds which have reared their young and are now preparing for their homes in the south; of the lazy-flowing brooks; of what the farmers are now doing. Compare their work with that of August. Make a summary of the essential points of the lesson. Have the pupils repeat stories or poems appropriate to the month. (See other pages of this number or past September REVIEWS).

Topical spelling lessons are both valuable and interesting, taking such subjects as the following: The schoolroom—spell everything in it; names of teachers whom you have had; names of schools you know or have seen; names of parents, brothers and sisters; names of classmates; names of different kinds of business; names of stores you went into yesterday; names of articles in a grocery store; names of articles in a provision store; names of animals you know; names of materials for building purposes; names of furniture in a house; names of streams, roads, etc., about the schoolhouse; names of things you have eaten to-day; names of principal buildings in town or village; names of articles of wearing apparel; names of days in a week; names of months; names of numbers.

Refer often to the subject of colour. Have the pupils distinguish and write the names of colours. Tell the names of some yellow flowers; of red flowers; of blue violet and pink flowers; of white flowers. Write the names of your favourite flowers. What colours look well together? In these lessons the teacher may also give, without offending the feelings of any, valuable hints about dressing becomingly and with taste.

Such sentences as the following will be found useful in improving the enunciation. Poor and halting enunciation is one of the worst faults in our schools, and teachers should give constant daily exercises until the fault is removed. Repeat these and similar exercises, slowly and correctly at first, then gradually more quickly: She sells sea-shells by the seashore. Seven selfish shellfish shoved some shrimps sideways. Prudently peel prime potatoes. Royal rulers rarely really read riddles. Faint flames frequently feed fierce fires. Truly rural.

Tell in your own words the meaning of: Faint heart never won fair lady. The more haste the less speed. A stitch in time saves nine. Pride goes before a fall. All is not gold that glitters. A bird in the hand is worth two in the bush. Fire is a good servant, but a bad master; and other common maxims and sayings.

In so many schools the reading is of so mechanical a character that it gives no pleasure to those who hear it. To have a thorough understanding of what is read will help to ensure that quiet ease and naturalness which is so rare among readers of the public schools. Many plans may be adopted to bring this about. Here is one, copied from an exchange: A pupil, selected the day before, took his place before the class. The others asked questions from the lesson for him to answer. If he failed, the one who asked it answered and took his place, the recitation proceeding as before. After thoroughly touching on all points in this manner the lesson was recited as usual. The results are obvious. Pupils became enthusiastic. Their lessons were prepared with the greatest of care. If they held the floor, it was their greatest ambition to keep it; if not, to get it. Thus by going over the work before the recitation proper, many points not understood were made clear, and pupils aided in the proper expression.

A teacher in the *Popular Educator* tells of another plan which has been successful: Sometimes I tell the children that we will play a game during the recitation period. After the class is called I select some one of their number to take the chair at my desk and be "teacher," while I become a visitor. In order to make a success as "teacher," each pupil will eagerly prepare for the recitation.