

## THE LANGUAGE LESSON.

Well, Geoffrey? "I don't know the fourth word in the second line." Who can help Geoffrey? (Words unknown to some pupils were known to others, and they prompted one another until all could read the sentences.)

Why have I underlined some words? "So we'll read them louder." "Because some boys made mistakes." (The sentences were read as italicized, by individuals, and then, each several times, by the class in concert.)

Did that reading sound like talking? "No, ma'am." What shall I do? "Take away the lines." Then what will *you* do? "Read like talking." (The underscoring was removed, and the sentences read with natural emphasis and erased. The department bell for recess closed the exercise and emptied the class-room. The teacher examined the slates, making some notes as to the failures and successes of her little arithmeticians, and then wrote the words of the first, second and last stanzas of the following song upon the black-board, changing "guarded" in the last line to careful, and finishing just as the class filed back to seats.)

## THE READING LESSON.

Arthur (a dull boy) may tell me all the words he knows in these lines, and where to find them, and I'll put a tiny yellow cross beneath each. (Other pupils followed Arthur until all words known were thus marked.)

I'll sing you the song, pointing to the words, and when I have finished, you may show me what new words you have picked up. (Teacher sang all three stanzas, and pupils remembered and told several new words.)

What does the first line say? Florence may make it true. (Florence placed the clock in the centre of the teacher's desk.)

I'll sing the song once more for you, and then you may try once to sing it through with me. (Teacher sang. Pupils pointed out new words "picked up" during the singing. Class made a good attempt to sing it through with teacher.)

Mary read the third line of the first stanza. Laura, which hand shows the minute? Joe, which shows the hour? Franklin, is the second stanza about the little desk clock? How do you know? "Because the little clock has no pendulum."

## THE CALISTHENICS.

Class, stand. Right about—face! (So as to look squarely at the wall clock.) Stretch out your right arm as far as you can and point to the pendulum. Move the whole arm back and forth with the pendulum and say what the clock says. (Each arm separately and then both together were given this exercise while the tongues kept time with the regular "Tick-tock.") Arms down! Left—face!