

sitting position, and standing position. Quite a few minutes can be spent on this drill, each order, "stand," "seats," being prefaced by the long-drawn out word "Class," in the regulation singing tone of the drill-sergeant.

Next, the names are called from the permits,—a fussy bit of business, as some children will not answer "Present." Sometimes this first roll-call must be repeated, the children being asked to stand, and as each answers to his name, to sit down;—thus the last year's pupil who slipped in unnoticed, and the new one who came by himself are discovered, so that, with these exceptions, the number of children and the number of permits tally.

The third step is the teaching of a short and simple text. The verse "I will behave myself wisely in a perfect way" is easily learned and suggestive. The Lord's Prayer is repeated; then follows the first verse and melody of a simple hymn.

A second drill in sitting and standing positions will exercise the children sufficiently to admit of a short number lesson. Each child in the first row will stand in proper standing position and try to count up to ten as the teacher touches the balls of the ball-frame. Possibly two rows may count before the pupils get so restless that a change of work is necessary.

Perhaps now the children in one or two rows could be sized and seated; and a list made. Through the morning, the remainder of the children have their turn at counting. As the opportunity arises the other rows can be sized and seated. The teacher now has all the names on a long narrow paper which she carries about with her, referring to it for a name when a question is to be answered,—a great help in fitting names to pupils.

It is most necessary to take plenty of time to prepare for recess. Probably quite fifteen minutes will be required to accomplish the dismissal in something approaching an orderly manner.

After recess the children will not be able to find their own desks, so that invaluable list of names enables the teacher to seat as many children as were given places.

When the hymn or little song has been practised, memories refreshed in the matter of sitting and standing positions, the teacher, in silence,

performs some simple arm and finger movements. Many observant children imitate these movements, while the inattentive ones soon feel the silence and realize that something new is happening.

In these early days, that strange creature, the teacher, should be the centre of interest,—and if that centre can be sufficiently interesting, the children will not turn their attention to pockets, playthings, etc. The last movement in the exercise calls for folded arms on the desk. Then the teacher suggests, very quietly, that heads be laid on the arms (indicating the direction which will turn the faces from the windows), with eyes closed.

The children remain in this position as long as possible. Any restlessness or inclination to laugh is the signal for the teacher to close this period of rest by the *very* quietly spoken word "Position."

This exercise forms a natural introduction to a lesson on the sense of hearing. If the rest period was too short for any variety of sounds—if no bird sang, or dog barked, no car clanged, engine whistled, or person walked overhead,—then the children may close their eyes as they sit, and listen with intent to hear.

In summing up the lesson, the teacher lays great emphasis on the fact that we can learn so much by hearing, and do not need *always* "to turn round to look."

A good march around the room may be desirable now, and if, with marching in view, the teacher has chosen a hymn or song with the proper rhythm, singing will add greatly to the pleasure of marching.

After marching is over, another lesson in counting may be given, or another row of pupils may be placed properly.

A drill in raising right and left hands, pointing left, right, front, back, forms an introduction for the next lesson—the placing of squares on the desk,—the initial step to future pattern making and paper folding.

It is quite possible that there may not be time for even this much work, in the morning, for there will probably be many interruptions; but it is wise to *plan* plenty of changes, so as to keep the work moving. A long pause or hesitation on the part of the teacher, means loss of attention and lack of order on the part of the children.