

This is the lambkins' own big water-trough:  
Drink, little lambkins, and then scamper off!

These are the shears, to shear the old sheep;  
Dear little lambkins their soft wool may keep.

This is the rack, where in winter they feed;  
Hay makes a very good dinner indeed.

Here, with its big double doors shut so tight,  
Here is the barn where they all sleep at night.

*Meadow.*—Fence in an imaginary field with the arms curved on lap or desk, the fingers of one hand overlapping those of the other to form the bars of the gate.

*Ten little lambs.*—Ten fingers scampering across lap or desk.

*Measures.*—Hands held palms upwards, and curved into a sort of cup-shape.

*Water-trough.*—Hands as before, only joined together now, making a long, deep trough-shape; the two thumbs dipping in and out to represent lambs drinking.

*Shears.*—Right hand held palms down, fingers shut, except first and second fingers, which are out-stretched, and move to represent shearing. The back of the left hand may represent the sheep.

*The rack.*—Hands vertical, placed back to back; fingers out-stretched and interlaced.

*The barn.*—Keeping fingers interlaced as before, close the hands together, when the thumbs will appear standing straight in front, representing the doors. By opening these doors, the ends of the fingers may be seen inside, huddled together as the sheep.

#### NOTES ON DISCIPLINE.

The aim of every kindergartner, as regards discipline, is that the kindergarten shall be self-governing. This is possible, too, in the public school.

There are schools, even to-day, where the children are made to feel continually that the teacher is a kind of policemen always on the watch for some violation of law. Who likes to feel that he is being continually watched, continually suspected of doing something wrong! How much better would it be if the children were shown the reasonableness of things instead of feeling that every restriction was only the tyrannical will of the teacher, issuing the domineering mandates of "you must" and "you shall." It has been said that the secret of discipline is leading and not drawing; of living with the children, not above or beyond them. It is possible to make the children feel that the school-room is a sort of community in which all have equal rights. Thus may the school in time become self-governing.

"To govern is not the whole thing; the question is how we govern; whether we so govern as to make a cringing slave, a cunning hypocrite, or a law abiding self-respecting, willing servant of God."

#### QUESTION BOX.

1. Would you advise teaching a child writing during his first term at school?—A. C.
2. Will you kindly tell us how you would teach colour to the primary grades?—M. B.
3. Will some kindergartner who has a mothers' class tell us how she conducts it?
4. If any kindergartner has used Prang's new School of Sewing, will she kindly let me know if she thinks it superior to the old one?

#### ANSWERS.

1. Yes; from the very first I find they learn it much easier than printing. The latter I would not teach until the third grade.

2. It would take too much space to answer it here. However, first requisite is a prism, which can be procured for a few cents at almost any hardware store.

3 and 4. Will some kindergartner who has experience in these, kindly answer.—M. W.

#### FIRST YEAR CONVERSATION LESSONS.

Name, age, and residence of pupils; home life—father and mother, brothers and sisters, grand-parents; respect for parents and for the aged; kindness to brothers and sisters; school life—treatment of the teacher, of school-mates; the Golden Rule; cleanliness; carefulness in using school property and the pupil's own property.

Care of the body; its parts, arms, hands, fingers, etc.; the skin, cleanliness; use of the senses—what we learn about through touch, as rough, smooth, etc.; sight, as color, beauty; in like manner the other senses; foods—meats, vegetables, milk, etc.

Lessons upon fruits; the trees in autumn; the frost, the earth, and the sky; weather observations; snow, hail, ice, rain; spring, the buds, blossoms, and flowers; the sun.

The teacher will write on the board names of trees, flowers, etc., as they come up, and teach the children to recognize the varieties. The general idea of plant is to be made as clear as possible, and the main parts of every plant made known—root, stem, branches, leaves, flowers, fruit—but without dissection. For this purpose study may be made of some common plant, as geranium.

Lessons on the domestic animals, as useful and as pets; familiar wild animals; the birds, domestic and common wild birds. The cow furnishes a good subject for study, its products being so many and so familiar—flesh, milk, butter, cheese, tallow, horn, hair, hide, etc. (See Wiltse's Kindergarten Stories and Morning Talks.) Kindness to animals should be taught by precept and illustrative stories.

Some helpful books are; Nature Stories for Young Readers, M. Florence Bass; First Natural History Reader, Rev. J. G. Wood; Book of Cats and Dogs, James Johnnot; Seaside and Wayside, No. 1, Julia McNair Wright; Suggestive Lessons in Language, Anna B. Badlam; Teacher's Manual of Lessons in Language, Tarbell.

Short, simple pieces of poetry and prose are to be committed to memory and recited; in this exercise particular attention is to be paid to correct expression.—*Course of Study, Greenville, O.*