

**September Talks.**

The following topics are suggested for talks and observations during the month of September. They are such as occur to the editor. Some are selected from working plans in other places. Many other kindred topics will present themselves during the month to the thoughtful teacher.

What is the name of the month? Is it the seventh month as its derivation (Latin, *septem*, seven) suggests?

Which was formerly the first month of the year? (March).

How many days has September?

Name the other months that have the same number of days? Those that have 31 days?

What season does September usher in?

How many months in each season?

Are the days growing longer or shorter? How can you tell?

Which are longer, the days or nights, during the first part of September?

During the latter part of the month?

When are days and nights about equal during the month?

At what other time of the year are they equal?

Are the days and nights growing warmer or cooler? Why?

Which is the harvest month of the year? When does the "harvest moon" occur? Why is it so called? What is its peculiarity?

Make a list of crops harvested in September? In August?

Are September days usually fine or stormy?

What advantage is that to the farmer?

From what direction does the wind usually blow on a fine day?

Is the green color as fresh in the fields and on trees as in June or July?

What colors are taking its place? Why?

What wild flowers are most common this month?

What colors are most common in the flowers?

What wild flowers that bloomed earlier in the season have now gone to seed? Collect some of the seeds and study them as to use, form, color and covering.

Are there many flowers now in the school garden? In the home garden?

Can you name them?

Are the leaves of the trees still green?

What other colors do you notice in leaves?

Are plants growing as actively now as during the summer?

[The gradually lessening green color shows that plants are not now as active. In fact the active period of growth is over early in September in most plants, except the second growth of grass, clover and some other plants. (Can you think why?) The plant food remaining in leaves and young twigs will be drawn into stems and roots to be stored for the winter.]

What birds are seen now?

Do they sing as much as in May or June? Why not? (Early in the season they are mating. Now they are getting food for their young, teaching them, and preparing for the flight to the south).

Ask the boys and girls where they went during the summer vacation. If in the country, get them to tell what the farmers were doing, and make these observations the subject of lesson-talks.

**The Empty Crayon Box.**

A little thinking will enable a teacher to make some profitable use of the empty crayon box. By measurement the cubical contents may be computed and it may thus become a convenient measuring unit. Cutting off an end at the right length the dry quart, liquid quart and liter may be readily made. A sharp pen-knife and a few small brads are all that are needed in this. Ends and sides, holding as they do by mortise and tenon, may be set to show various angles. Sides, ends, tops, bottoms, can all be used in making models of various surface forms, rectangles, triangles, etc. The ingenious teacher will put some forms together for drawing models. Six-inch rulers and decimeter rulers may be in the hands of each pupil by using materials from the crayon box. Even the physiology class may get an idea of the real capacity of the lungs, stomach, etc., by knowing the cubic inches represented by the crayon box.

The uses of the ordinary shade stick may be extended into the school-room. No teacher need to be without a yard stick showing feet and inches. Also the meter with its divisions can readily be made from a shade stick. Nearly all arithmetics have the decimeter measure shown. A piece of paper cut the length of this measure and laid ten times on a shade stick gives the meter. It would be well if pupils could see these measuring units commonly in use and in comparison.

The wide-awake teacher is continually making use of common materials and finds her funds never fully exhausted.—*Sel.*