

Primary Department.

SUGGESTIONS.

ARNOLD ALCOTT.

"KLING-A-LING-A-LING."

The little hand-bell calls to lines at five minutes to nine o'clock. Now all the pupils are about the centre part of the yard. On the next stroke of the bell every scholar stands still, just wherever he happens to be. The next stroke is the signal for all to march straight to their respective places. Every line is taken special charge of by its own "captain," who gives the command "front-form." This is yard lining.

"Will you tell me how you manage your pupils when they come into the cloak-room?" said a teacher to me. "Certainly," I replied. "My scholars enter the cloak-room in single file, and every pupil has his or her own clothes-peg. No pupil passes ahead but each must wait until the one in front has hung up all his things. The first clothes-peg is farthest away from the door by which the pupils enter. Then number one marches down the other side of the cloak-room, and stands just beside the door by which the scholars enter. And so on, until all the boys are extended on one side of the cloak-room. Next the girls enter. And as each girl removes her things she stands beside her clothes-peg and so the girls are extended on the side of the ante-room opposite to that occupied by the boys. Then the teacher or the "captain" gives the command, "quick march," and as there are two doors in our cloak-room opening into the school-room the boys march out through one door, and the girls through the other, down opposite sides of the room. The scholars as they come to their places take a right turn or a left turn and so the boys and the girls, standing on opposite sides of the room, are now facing each other. Then is a good time to note the white collars and the blackened boots. Next the "captains" give the commands to turn, and to quick march, and the pupils march to and take their seats, immediately assuming position, which is, in my room, the hands clasped and placed on the top of the desk. Sometimes the marching is accompanied by whistling by the boys, and laa-ing by the girls, and sometimes we have a humming accompaniment."

"And do you really tell me that in a little ante-room sixty or more pupils will stand quietly?" "Certainly, will you come in to see them for yourself?" I asked. "It is quite interesting because as I have long curtains on my cloak-room doors the pupils cannot be seen until they come marching out, and once the question was asked, 'Where are all your scholars?'"

WRITTEN WORK.

"Something new in slate work, did you say, Miss Forward?"

"If you please."

"Yes, I have a plan which exercises the scholars in reading silently, in writing, in composition and in expressive reading.

The "elections" over, one of my boys brought me a number of cards with "Your vote and influence requested." The familiar

phraseology set me thinking somewhat on this line:—What influence may these cards have? To what use can I put them? I thought and thought but somehow nothing new presented itself. And as the work came pressing on I forgot about my cards. A day or two later, I surprised the folks at home by saying, "It's settled."

"What?" said one.

"Oh, about using my cards," I said.

The idea was this:—On the blank side I would write work which was to be done by the pupils on the slates, and every card would point out different work, so that no two pupils would be doing the same work.

Let me tell you what some of the cards said:—

1. Write ten lines on "A Monkey."
2. Tell a story about our room.
3. A Boy and a Cat. Write a story.
4. Write your full name and where you live.
5. What lesson do you like best?
6. Write the name of six streets on which the cars run.
7. Write a letter to your teacher.
8. Name four kinds of fish.
9. Name five animals.
10. Write ten names of boys.
11. Write a "gem."
12. Write a story telling what you would like best to be.

OBJECT LESSONS FOR FEBRUARY.

RHODA LEE.

DID you ever realize in its entirety the value of a good beginning? In connection with other matters the thought may have impressed you but in teaching, in all probability, the middle and end engrossed so much of your attention that beginnings were neglected or at least overlooked. There is nothing like an impressive beginning to insure attention and interest, provided there be not too great a disparity between the introduction and what follows.

I have in my mind at this instant a teacher of long ago who possessed just this faculty of starting aright. Whether the secret of her success lay in herself, in the pause and quiet survey which always preceded a lesson, or in what she said, I have never been able to decide, but at all events the most lazily indifferent and uninterested scholar in the class was generally surprised into an attitude of respectful attention, if not decided interest, before many words had been spoken. It may be only a bright little word of praise, a nod of encouragement, a suggestion of something new, or a look that predicts something interesting to you, but they will all, without fail, bring additional success and interest to your lesson.

In object lessons I always try to contrive to make a beginning more than ordinarily interesting, as it helps very materially, the pleasure and profit of the half-hour.

As subjects for this week, I would mention, 1st. WOOL; 2nd. BREAD. My suggestions will, however, be confined to one of these. After placing on each desk a small piece of common yarn—some bright color is preferable—commence the lesson by taking your scholars in imagination to a beautiful clover meadow, in the corner of which stands a clump of shady trees, some

are sure to have been there and will be eager to tell you so. But proceeding, picture next the sheep lying in the cool shadow of the trees during the hot noontide. Their wool though not now like the "driven snow," is nevertheless white, but not very long nor bushy. Why? The children will be able to tell you, and may be able also to describe the shearing that took place by the stream just on the other side of the willows.

Stating the fact that the wool now before them was once shorn from one of these useful animals, proceed to examine by every means possible the object in hand. The methods of procedure have been so often discussed in these columns that we scarcely need to refer to them.

In closing trace the various processes through which the wool passes ere it is ready for use in the half-finished mitten that perhaps lies on your table ready for illustration.

As memory verses in close connection with the lesson the children might repeat William Blake's quaint, old-fashioned verses:

THE LAMB.

Little lamb, who made thee?
Dost thou know who made thee?
Gave thee life and bade thee feed
By the stream and o'er the mead;
Gave thee clothing of delight,
Softest clothing, woolly, bright;
Gave thee such a tender voice,
Making all the vales rejoice?
Little lamb, who made thee?
Dost thou know who made thee?

Little lamb I'll tell thee,
Little lamb I'll tell thee,
He is called by thy name,
For He calls himself a lamb.
He is meek and he is mild,
He became a little child,
I a child, and thou a lamb,
We are called by His name.
Little lamb of God bless thee!
Little lamb, God bless thee!

* Special Papers. *

* MANUAL TRAINING.

BY W. H. HUSTON, M.A.

MANUAL Training is a term very general in its application. Strictly speaking, it includes all those departments of training and instruction that have as their object the training of the muscles of the hand, and (using the term more generally) of the arm and leg, and in fact the whole body—for the successful performance of any act. The category of manual training subjects extends, therefore, from the playing of scales on the piano-forte, or the manipulation (if the word may be used in this sense) of the pedals of an organ, to the dressing of a fowl or the garnishing of a calf's head for an elaborate dinner. Penmanship and plowing, drawing and digging, painting (in the fine arts) and the papering of the walls of a house; carpentry, blacksmithing, wood-carving, knitting, sewing, embroidery, lace-making and every description of ladies' fancy work, are comprised by the term. It would have been well had the fact that the term is widely inclusive been always remembered. The advocates of the Manual

* Read before the Ontario Teachers' Association at its thirtieth Annual Convention at Niagara-on-the-Lake, August, 1890.