

card-board! A few questions as to the washing of such an article of dress soon caused her to change her opinion on this point.

One of the best features of these talks is the opportunity they give for development of continuity of thought. For instance, our woollen clothing may be traced back to the wool on the sheep's back; our linen handkerchiefs to the flax-plant, silk ribbons to the silk-worm, cotton dresses to the cotton-plant, and our furs to the animals from whose skins they are made.

As far as possible, the children should have specimens to look at in connection with these talks. In the talk on woollen clothing there should be placed in their hands some of the wool as it came from the sheep's back, and some carded wool, that they may twist into bits of yarn for themselves, also scraps of coarse woollen cloth may be unravelled to show the manner of weaving.

In connection with linen it would be a good and not a difficult matter to raise on the school grounds a small bed of flax, showing eventually how valuable a plant it is, not merely in providing us with table-cloths and napkins, handkerchiefs and collars, but in furnishing oil for the painter and poultices of meal for the sick, etc.

Another subject of conversation may be our food, which could be classified as being home-raised or brought from other places. In the latter case a foundation-stone is being laid for the study of foreign lands. The story of a loaf of bread may be searched out from the plowing of the field by the farmer to the grinding of the wheat in the mill, and to the final mixing and baking of the bread in the house. It is interesting to watch the expression of wonder on a child's face as he notices for the first time the connection between the bubbles in the yeast and the big and little holes in his slice of bread.

The pleasure and benefit of these talks will depend largely on the attitude of the teacher towards the children. They will appreciate the fact that what she is so interested in must be worth their attention, and her willingness to help them find out things will tend to win their confidence. Many an irrelevant remark will be made; just at the most interesting part of the talk some child will probably interrupt with an exciting story which a chance word has suggested; but a quiet promise to hear it "some other time" will tide over the difficulty, and will serve to develop patience on both sides.

Such intercourse with children will lead to an ever-increasing amount of sympathy and kindness, and must inevitably tend to shut out that most baneful of all the teacher's sins against childhood, viz.: *sarcasm*. Cowardly? Yes, it is truly a small, mean way of venting our ill-humor on those whom we feel are in our power. It

warps the character of the one who uses it in such a case; and it develops in the childish victim two evils—a lack of self-confidence, and the passion of hatred; being the very opposite of that quality of mercy which "blesseth him that gives and him that takes."

#### TEN-MINUTE TALKS ON WOOLLEN CLOTHING.

*Monday.*—Encourage children to name points of difference between summer and winter clothing. Mittens, hoods, warm stockings, heavy coats and woollen dresses. Where did they come from? Mother knit the mittens. Where did she get the yarn? From the shop. Where did the shopkeeper get it? Let a minute or two be spent in picking small pieces of yarn to pieces, leaving the last-named question unanswered till next day, if nobody replies to it to-day.

*Tuesday.*—Enquire if anyone has found out where yarn comes. Give each child a tiny piece of sheep's wool to examine. Notice straight and curly hair of different children. Which is easiest to comb? Notice the curly hairs of the wool. Does it hurt to have your hair cut? Tell of the washing of the wool before the sheep is sheared. By stretching the wool gently, twisting it, then doubling and twisting again, let each child make a bit of yarn. Describe the spinning process. How is it that some yarn is red, some blue, etc.?

*Wednesday.*—Give each child a small piece of old blanket, homespun, or other coarse woollen material, and let them ravel it, and even pick some threads to pieces to see the wool itself. Tell how cloth is woven. If a woollen mill or factory is near, take the children, if possible, some afternoon, to visit it. In case of danger from the machinery, take a few children at a time, or invite the mothers to go with you. If nothing better can be done, illustrate the process of weaving by darning, which every child may see in the home.

*Thursday.*—Finger-play "*The Sheep*," (by Miss Poulsson). The occasional recitation of this play may serve to recall talks on wool.

*Friday.*—Story of the *Shepherds of Bethlehem*.

Later on, after talks on cotton, interesting exercises may be given to develop the senses of touch and sight by presenting bits of sheep's wool and cotton-wool, pieces of woollen goods and cotton goods to be distinguished by either sense as required, making the exercises, of course, very simple at the first.

#### THE SHEEP.

(Selected from Miss Poulsson's "Finger-Plays")

This is the meadow where, all the long day,  
Ten little frolicsome lambs are at play.

These are the measures the good farmer brings  
Salt in, and cornmeal, and other good things.