

ones could do for themselves, the teacher was expected to supply the story. All stories treating of animals should be memorized for such occasions.

From the children's books I gathered many useful ideas, among others a set of mechanical toys. With card-board, paint and string the set was reproduced and novelty seekers were delighted with a dancing bear, an elephant tossing its head and tail, a bird flapping its wings and a jumping Jack showing the movements of the principal joints of the body; a Highlander in national dress drawing a fish from the lake, a Chinaman drinking tea, and a sailor playing the violin, gave pleasing instruction on other familiar motions.

In a girl's school a supply of jointed dolls would furnish a series of delightful lessons to the little ones.

Sliced animals are interesting to both boys and girls, but the price of sets sold in boxes places them beyond the reach of primary teachers.

Fortunately, home-made sets will do as well. Ask your pupils to collect business and other cards with pictures of animals and then turn their naturally destructive tendency to good account by letting them slice the pictures into sections; enclose the sections in envelopes and give to the baby-class for busy-work.

For the grading class have a set of natural history cards, pictures cut from every available source and pasted on cards and a lot of printed slips, each slip containing a descriptive sentence. Let the children print the sentences and ask each child to read what he has printed—quite a story is the result.

I saw a good idea in a grammar school the other day; a little thought will adapt it to primary use. A large pasteboard circle was hung on the wall and divided into zones, the Torrid Zone was red, the two Temperate green and the Frigid Zones pale grey, the colors being evidently chosen to indicate certain peculiarities of climate.

Pictures of animals, natives of each division, had been carefully cut out and pasted in the zone where they belonged.

The Torrid Zone teemed with animal life, birds, beasts and reptiles jostling each other with uncomfortable familiarity. The Temperate Zones were also well stocked, but there were vacancies to be filled as the specimens were brought in by the pupils; certain startling combinations showed the chart to be entirely children's work.

The North Frigid Zone had only three tenants, while its southern relative had none.

All conversations on animals must be illustrated by black-board sketches. Drawing deepens interest. Take, for instance, a lesson on animal life combined with one on reading, the object being

to learn the habits of the animal under discussion. Suppose the subject to be that primary classic—Tom's dog. To be told that he can swim wakens no special interest; but sketch in a bit of Courtenay Bay, build up a break-water with boys looking seaward at a dog breasting chalk waves, and through the crude lines childish imagination calls up a vivid picture; interest is aroused in the action, swimming and the word "swim" is impressed. Or let the talk be about the different kinds of dogs and their uses, let the children tell of the dogs they have seen and then tell them of other species not generally found in the neighborhood of their homes. Sketch in some sharp points for the Alps, build a rude structure on the mountain-side and draw a St. Bernard floundering in the drifts. Ask the children to make a story from the picture, lead them to talk freely about the dog's noble efforts to save life; impress the word "kind" and dwell upon kindness to animals.

Make a free use of clay in producing rare studies of animals,—dogs, cats, birds and elephants, all will take shape as grotesque expressions of images clearly outlined by trained observation, but losing form in the process of reproduction by unskilled fingers.

The page of skeleton drawings in Prang's manual suggests a good experiment. I asked my boys to reproduce the drawings with tooth-picks and soaked pease and the first effort was a failure. We had tried too much in one lesson, so I decided to begin with an arm. Placing a child on the platform with his arm in a certain position I asked the other children to place tooth-picks on their desks just the way that Charlie's arm turned. They did so and joined the parts with a pea; then the model was changed, another position assumed and copied and a drawing made. That lesson was successful. The other parts were treated in a similar manner and combined into skeleton representations of the body in nine different positions.

Some of the smaller animals stuffed form an interesting collection, unfortunately beyond the teacher's means, but a fair imitation is within the reach of anyone willing to give time and patience to the work. With scraps of fur and cloth, yarn ravellings, clippings of leather, beads and bits of bone, a box of paints and a set of patterns, wonders may be produced, and a whole menagerie of animals, ranging from a mouse to an elephant, may gain a footing in the school-room. They satisfy the children's desire to grasp and see for themselves, and, as the little critics readily detect the difference between the stuffed specimens and the real animals, even the defects in structure may be made to serve a purpose.