

see the flash-card again?" he asked. "I remember the bird and the post but I *forget* what was said about them." Having silently re-read the sentence, he completed the picture. "What word helped you to complete your picture?" he was asked. "The word *on*", was his reply. This illustration reveals a weakness in oral expression as a test of thought-acquisition. The child had seen the mental picture as a collection of objects, not as one group which expressed a single thought. He failed to see the relationship, but his oral expression was correct.

Then, again, drawing develops the power of keen and discriminating thought. The sentence, "Sam sat on the limb of a tree", was assigned for blackboard illustration. Eight children out of ten sketched a tree, then drew a boy sitting on one of the limbs. In one of these drawings the limb was almost as large as the tree, the child's explanation being "Sam chose a very strong limb so it wouldn't break when he was on it."

The ninth child's picture showed a boy sitting on a limb which was lying on the ground. "There is no tree in the picture," this artist explained, glancing at the other drawings, "only a limb which has been cut down or blown off by the wind." The teacher then wrote another sentence: "A cross dog stood near the tree". Of course, it was now evident that the limb was on the tree—not on the ground; but whether the whole tree or only the limb of the tree should be drawn was an open question. A few questions elicited the suggestion that *pictures* be examined to see what good artists do under similar conditions.

The Primer was then brought into requisition and the illustrations on the following pages were studied: 50 (first illustration), 54, 29, 14.

This picture-study gave much incidental training. A *motive* having been furnished the result was intelligent observation and appreciation of the pictures; general knowledge gained through comparison of pictures; and much spontaneous oral expression. Later, the interest in the picture was used to arouse interest in the text of the lesson. The pupils enjoyed finding the *exact sentences* illustrated by the picture. For example, page 54, Primer: "She sat down under a tree. Her head began to nod, and nod, and nod. She fell asleep."

These sentences having been selected by the pupils the *test* work began. Each pupil carefully read each sentence, made a mental picture, then compared his mental picture with the illustration in the book. It did not take the pupils long to discover that the second sentence was not part of the book illustration and must be omitted as part of the exact description.

The result of this work is obvious. Thoughtful reading and mental picturing of the text, careful examination of the details of the illustration, intelligent comparison of picture and text must necessarily result in habits of accurate observation, the power of judging material