

SOME DEVICES FOR PRIMARY WORK.

See! she has laid out her programme for the day. She is to teach the phonic "h" the first thing in the morning. As the class leaves the board, they find on their desks a small white or brown paper with a large "h" written on it (made with a paint brush dipped in ink). This they cover with split peas. Every stroke they make in placing the peas is fixing the form of that "h" in their baby memories, beside the invaluable lessons of neatness and accuracy in placing.

They have nothing to invent. Fifteen minutes of the teacher's time have provided the invention. Later in the day, comes a neat little paper, with a column of ink-written letter "h's." With each paper is distributed a piece of ordinary tissue paper. They trace through the columns, making possibly three or four, as time permits. Here they are seeing the morning lesson "h" in a smaller form, but the work still requiring no great brain activity, and yet every tracing impressing indelibly that little "h."

Such delight to take that tissue paper home to mamma!

In the afternoon, when the little heads are heavy and all doors to a lowest primary grade should be closed, but can not, because the clock still says only three—then comes a beautiful gift. Each little tot finds in his hands a big, black-headed pin, a little oblong paper with their friend "h," in a red pencil line, and they at once see who can prick the neatest, closest, most even little line of holes.—*Selected.*

AN ARITHMETIC DEVICE.

Constant drill on number combinations is necessary in the primary grades, and a teacher must be very inventive if she wishes to keep the work from growing monotonous and uninteresting to the children. Anything in the way of competition usually appeals to the little ones, and the following device keeps the interest at white heat: Arrange a line of sums from left to right low down on the board. Have from twenty to thirty simple examples in addition, subtraction or multiplication numbered from 1 to the end. Let one child begin at number one and work toward number 20; while another child begins at number 20 and works toward 1. Whoever passes number 10 first has of course won the game. Always count accuracy before rapidity and commend the child who has finished

9 correctly, rather than the one who has finished 11 with mistakes.—*Selected.*

SIMPLE EXERCISES FOR RESTLESS LITTLE ONES.

On rainy and dull days the little ones grow very tired and restless. The following are a few simple exercises that will give them opportunity for activity and which they will all enjoy.

Before the class stands, the teacher should tell them that they must all pretend they are trees. This will appeal to the little ones, who are usually fond of impersonations. As they all want to be beautiful trees, they must be straight. To be straight they must stand with heels together, hands close to the sides, and heads up. The teacher should then direct the class to stand.

The lesson will now continue as follows:—

Teacher—"The first tree we are going to be is the poplar. It has a straight trunk like this. (Go to the board and draw a straight line.) Its branches curve upward and are close to the trunk. (Draw branches on the tree trunk.) Watch carefully what I do and say, and then do it with me."

(1) "First, I raise my arms up high."

(Teacher raises arms straight upward, keeping them close to head.)

"I am a poplar reaching to the sky." (Hands down.)

Teacher and pupils now recite the verse together, executing the exercise. The pupils continue the exercise while the teacher counts 1, 2—1, 2—1, 2, etc.

The teacher should now tell the class something about the oak tree,—its beauty, strength and use as a shade tree. The second exercise is then done by the teacher, the pupils watching as before.

(2) "Now I raise them to the side;"

(Teacher raises arms shoulder high.)

"I am an oak, with branches stretching wide."

(Arms lower.)

The teacher and pupils then repeat the verse together. The pupils may continue the exercise to the count of 1, 2, as before.

The two remaining exercises are done in the same way.

(3) "Now there comes a little breeze

That only turns the heads of trees."

Turn the head to side and turn back; count 1, 2.

(4) "Next I bend my body down

(Bend the body.)