

the tones of father, mother, and baby, as they express their feelings. Then the individuals in each group may take their part in turn. The groups should take a different part each day. Other stories in which animals are represented as holding conversations should be used regularly in primary classes, to give the children practice in personation. They soon commit short animal dialogues to memory, and they never tire of trying to personate the animals effectively.

When they have practised the personation of animals for some time, children enjoy, very heartily, the privilege of imitating street criers. "Fresh fish, all alive;" "Bananas ripe ten cents a dozen;" "Any rags to-day;" etc.; or the commands given to soldiers, such as "Eyes right, dress!" "Eyes front—Quick march!" etc.; or farm calls such as "Co boss! Co boss! Co! Co! Co!" or such calls as a fire alarm, "Fire! Fire! Fire!" Probably no other lesson can arouse as much spirited enthusiasm as a lesson of this kind in personation and imitation. The children themselves should suggest the various calls and alarms, and volunteers should be called for in each case to be tested in their ability to personate and imitate. The pupils should be allowed to applaud every one who does specially well. It will not be long before such an exercise relieves the children of their weakening self-consciousness so fully that the shyest and most restricted children will stand to take part. When they have once conquered their timidity, and have lost their restraining consciousness of self, they are on the highway to free expression. Such exercises often make remarkable character transformations in a few days. They are of great service, too, in developing the imagina-