

and the Bird" is good. Write in script on the blackboard. (a) Have the pupils read the selection. (b) Have the pupils dramatise it. (c) Turn to the page in the Primer. Talk about the picture. What is Kitty saying? "Good morning little Bird". What does Birdie say? Let the pupils read the story from the printed page. (d) Repeat with other selections.

Number.—1. Begin tables containing the doubles $9+9=18$; $8+8=16$; $7+7=14$; $6+6=12$; $4+4=8$, etc. Use these in rapid addition as they are learned. 2. Count by 10's, 5's, 2's, 3's, 4's and 6's. 3. Count by 5's in Roman notation. 4. Read and analyse numbers between 299 and 399. 5. Written addition of one, two and three columns in tens and doubles. 6. Oral problems using these combinations. 7. Practice in changing money.

Manual Training: Topic—Winter Sports in Canada—The winter sports suggest many ideas for bright and enjoyable *posters*. These can be made in silhouette by mounting the black cuttings on white paper or white on black. Skating scenes, coasting scenes, making snow men and snow forts, posting valentines, winter scenes with bare trees, etc.

Model the animals studied in the nature study period. Make the figures to be placed on the table to illustrate "Russian Life".

Art.—Illustrate the topic of winter sports—pose drawings in charcoal.

Folding.—Houses for the peasant villages, churches, sleighs, etc.

Geography.—Russia.

I. Climate—extremes of heat and cold. Long winter intensely cold. Very short spring. Short hot summer.

II. Physical features—steppes, forests, rivers, etc.

III. People—1. Noble and peasant (serf). Homes—palace and *iyba*. 2. Manner of travelling—horses, reindeer, dogs. 3. Customs—habits of eating and drinking, dress, baths. 4. Pleasures—festivals, *swjatki*, *wasili*, Russian carnival (Butter Week). 5. Fairs—Nijni Novgorod, music and dancing. 6. Cities—Petrograd and Moscow.

Legends of the Russian spring. Poems of Russian Child Life. Life of Peter the Great.

Mass in the pictures of Russian life on the board behind the sand table making the types of winter and summer and peasant life.

The children will become intensely interested in Russia and will be eager to work out their knowledge on the sand table. Divide the table to the seasons.

Read many books on Russia. You cannot teach primary geography with a narrow vision.