

EXERCISE II.

Select the adjectives in the reading-lesson.

EXERCISE III.

Write ten sentences containing adjectives. Underline the adjectives.

EXERCISE IV.

Count the adjectives on a page in your Reader, and compare with the number of nouns and pronouns.—*N. E. Journal of Education.*

LEARNING TO READ.

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THE FIRST LESSON.

We place before the child a simple picture. A man; a table by his side; a mat on the floor; a cat on the mat. This is our picture to suggest ideas. The prominent object is the man. We ask, "What is it?" The child answers, "It is a man." We place the picture out of sight and write on the board, "It is a man." The writing itself attracts attention. There is nothing on the board but this one sentence. The child has said, "It is a man;" we write, "It is a man." The child has now to learn to associate his spoken words with our written words. We point to the written words in succession and say, "It is a man." As we point the child says, "It is a man." This is repeated many times. The association is soon established. The words "it" "is" "a" "man," are learned so well that the child can pronounce them in whatever order they may be pointed out. Thus ends the first lesson.

THE SECOND LESSON.

We place before the child the same picture as before. Pointing to the mat we ask, "What is it?" Answer, "It is a mat." We write on the board two sentences: "It is a man," and just below it, "It is a mat," in this way:

It is a man.
It is a mat.

The child reads the first sentence first. He then begins to read the last sentence. He reads until he comes to the word "mat." At this word he hesitates and stops, for "mat" looks different from "man." We tell him it is "mat." He then reads both sentences without further trouble. We call his attention to the words "man" and "mat." How do they differ? One ends with "n" the other with "t." The child sees dimly that the words are made up of parts. Thus ends the second lesson.

THE THIRD LESSON.

We place before the child the same picture again. Pointing to the cat we ask, "What is it?" Answer, "It is a cat." We write:

It is a man.
It is a mat.
It is a cat.

The child reads without difficulty till he comes to "cat." We tell him it is "cat," when he reads the three sentences with ease. We call his attention to the words "mat" and "cat." How do they differ? One word begins with "m," the other with "c." The child sees less dimly that words are made up of parts. Thus ends the third lesson.

THE FOURTH LESSON.

We use the same picture again. Pointing to the hat we ask, "What is it?" Answer, "It is a hat." We write:

It is a man.
It is a mat.
It is a cat.
It is a hat.

The child reads easily until he comes to "hat." We tell him it is "hat." He can now read four sentences. He sees the "h" in "hat" differs from the "c" in "cat." He may now learn the letters m, n, t, c, h, a. Thus ends the fourth lesson.

What has the child learned in these first four lessons? He has learned to read four sentences. He will never forget the idiom "it is." Whenever and wherever he sees these two words he will never hesitate to pronounce them. The word "man" is as thoroughly learned; the word "mat" less thoroughly; the word "cat" still less so; and the word "hat" least of all. The child sees less dimly that the words are made up of letters, and he knows a few of them. The idiom "it is" means nothing to him, though it stands for spoken words. But the words "man," "mat," "cat," and "hat," represent ideas, and the stimulus in these lessons is the idea—the method is practically the word method.—*Educational News.*

THE LIFE OF TREES.

FOR FRIDAY AFTERNOONS.

Trees have their exits and their entrances,
And one tree in its time played many parts
Its acts being seven ages. At first the seed
Rooting its darksome way beneath the sod;
And then the slender stem, with growing strength
Pushing above the earth its shining face;
And then the branchful sapling, sweetly sighing
With winds, and rocking little birds asleep
That softly nestle in its whispering leaves;
Then larger still, with fast-increasing branches,
Affording shade to beasts and weary men,
And gathering moss upon its rugged bark;
Then, towering aloft, it plays its part,
Monarch of all the woods, sending its roots
Far down, and with its long, outspreading arms,
Battling with furious storms. The sixth age shifts
Into the lean and sapless skeleton;
Struck by the angry bolts of heaven, it stands
Above the rising generation,
All desolate, the strength of manhood fled
From its shrunk shanks; and its big manly voice,
Gone with the thousand leaves which made it, pipes
And whistles in its sound. Last scene of all
That ends this strange eventful history,
It tottering falls, and sleeps in mere oblivion:
Sans leaves, sans limbs, sans bark, sans everything.

Educational Notes and News.

Carleton County Teachers' Association will meet Thursday and Friday, May 28th and 29th, at Bell's Corners.—Renfrew Association also meets 28th and 29th inst.

The United Presbyterian Church of Scotland has donated the sum of £250 stg. towards the endowment of the Chair of Theology, in the Presbyterian College, Manitoba.

The calendar of Acadia College, Nova Scotia, shows that there are this year in that institution 8 seniors, 15 juniors, 18 sophomores, 21 freshmen, and 10 general students, in all 72.

The Rev. Dr. Mayo states in a public address that by the twentieth year from 1865 the people of the Southern States will have expended nearly \$20,000,000 of their own money in building for their children.

The United States government supports eighty-one boarding schools, seventy-six day schools, and six manual labour schools, for the education of Indians; and the demand for increased facilities is urgent.

Howard University, at Washington, has just graduated twenty-nine young men for its medical department, ten of them are coloured. It has fifty students this year in its theological department, two of whom are white and the remainder coloured. The number of students in all departments is 404.