

PRIMARY GAMES.

I have several games that I have tried in my school which I believe primary teachers will welcome as practical helps. One is :

The "Story Game."

The story is written on a large card; each line across the card making a complete sentence. On little cards is written each word that occurs on the large card. The arrangement of these little cards in the order of the words on the large card is a work of pleasure to the children. The one whose work is first done correctly is considered the victor.

The "Word Game"

is played in this way: A pile of small cards, on which words are printed, is placed in the centre of the table. The child who can tell correctly the most words on the cards until the centre pile is gone is the victor this time. But one word is given at a time.

If the child does not know the word given him, the card is put back in the centre pile and another given.

The "Number Game"

I find to be a great help in quick number work. In this game are small cards on which I have written single combination of numbers as high as the class have taken. The number of cards used in a game depends on the time that can be given to play a game. These cards are placed in the centre of the table, and but one card is given at a time. As soon as the child has thought of the answer, a hand is raised and another card given. The one who has the most cards when the centre pile is gone wins the game.

It is surprising how soon the multiplication table may be learned by this game method. I can but compare the eagerness with which my pupils look forward to the days we play "multiplication," to the days I spent in study on that hated multiplication table.

For all these games I keep the cards in envelopes with the name of the game written on the outside. For cards I have used Bristol board or stiff paper. For the youngest children I have the cards of different colors. This makes the game more attractive, and they learn the different colors at the same time they are learning the words.
—*Gertrude Smith in School News.*

—Dr. Arnold, of Rugby, it is said, was no disciplinarian, although he lived in the time when corporal punishment was the panacea of school troubles, but he could read the inner souls of boys, and his kindness and tact drew them closer to him. So, in many of our country schools, the teacher who leaves a sort of sanctified reputation behind, is the teacher who has been able to draw from their pupils a strong expression of love and reverence.

—When Shakespeare and Milton wrote, only 5,000,000 or 6,000,000 spoke their language. One hundred years ago 40,000,000