

power of discrimination which appear marvellous to those accustomed only to the old methods.

Fourth, they are almost perfect in orthography and in the use of capitals and punctuation-marks. A misspelled word is no word to them, and only serves to confuse.

Fifth, perfect clearness of thought. The dividing-line between what they know and what they do not know, so far as the written or printed expression is concerned, is clearly defined. A new thought, a new idea, or especially a new word, is at once noticed, and has to be cleared up before they proceed.

Sixth, the transition from the Script to the Roman characters is made without a perceptible break, provided it is not attempted too early. We began to put books into the hands of the children sometime during the second term, but no possible harm is done by delaying it to a still later period. With proper preparation, an ordinary First Reader will be completed in a few weeks, and two or three readers, if of the proper grade, can be read through in a single term.

Seventh, the use of the pencil becomes easy and pleasant, so that writ-

ing and composition are recreations, instead of drudgery. Of course we did not use copy or spelling books. Writing and spelling are used only for expressing thoughts.

We will not attempt to discuss the indirect results that follow from this method of training children. A love for the school, and an absence of coercive discipline, and general habits of industry, follow from rational methods of instruction.

Conclusion.—In conclusion, I would remark that these same principles are applicable in advanced grades. For intelligent reading and observation, together with the habit of correct expression, oral and written, are the keys that unlock the storehouse of all knowledge, and give their possessor the means and power of development to any degree of which he is capable.

The limits of this article necessarily compel the omission of many points about which questions naturally arise. But I trust enough has been said to direct attention to this important subject, so that more rational methods may be pursued, and the pathway of both teacher and pupil made more inviting.—*National Journal of Education*.

A LITTLE FRENCH FOR A LITTLE GIRL.

"Early to bed, and early to rise,
So little girlie, come shut up your eyes."

"*Mes yeux*, that's my eyes, will not shut up, *mon père*,
Because the old sandman has not been round there."

Mon père, is my father, and this, *couchez-vous*,
Just means, go to bed, as papa calls for you.

A huit heures, eight o'clock, should you linger, he'd say,
"*Ma fille*, that's my daughter, *et vous faut aller*."

"You must go;" so, my darling, come give me a kiss,
These French words *embrasse moi*, means just about this.

So my girlie, go off with your mother, *la mère*,
Who will carefully comb *tes cheveux*, that's your hair.

She will lovingly kiss you, and say, *bon nuit*,
Or good night, and in dream-land you quickly will be.