

in place of a recess. It saves time and trouble." Yes, it would save time in this world if there were no eating, no sleeping, no recreation, no laughing, no change of scene—no "let-up" in any direction. It would be good work for the legislature to declare against this no-recess craze. Those children were suffering for change of air, change of scene, change of thought, and a child-like abandon to spontaneous movement. They had a right to it, and no teacher should dare interfere with this right. There are psychological and physiological reasons for the old-fashioned recess.

In preparing a reading lesson, one teacher questioned her class so skilfully that every phrase in the lesson was needed and used in the reply. No new words to stumble over when they began to read.—*Primary Education.*

THREE LITTLE FRIENDS — A STORY ON COLOUR.

It was very early in the morning, and all the little girls and boys were still asleep. But the flowers were waking up, and lifting their tiny heads to the bright sun to try to catch some of his warmth.

"I wonder," said the little yellow Primrose to the dear little Pimpernel, "what makes our friend Forget-me-not so sweet and kind.

"Yes," answered Pimpernel, gently, for Forget-me-not was still asleep, and she did not want to wake her up, "she always looks pleasant and happy. And yesterday, when tall Sunflower looked down on her and said—'Child, why do you wear that little blue dress?' Forget-me-not said, 'Why, Sunflower, God gave me my little blue dress, and he told me I must never forget him. "Forget-me-not" were just the words he used. And that I must always try to make the place I live in beautiful, and everyone around me happy.'

"And then, do you know what Sunflower did? He looked down at her again and said—'Child, I believe you look just like a star in your little blue dress. Will you lend it to me?' But she answered—'No, Sunflower, God wants me to try to be good and beautiful in my blue dress, and he wants you to be good and beautiful in your yellow dress. We must each keep the dress he gave us.'"

"Oh, she is waking up," said Primrose, "let us go and say 'Good morning' to her, and try to be kind and sweet as she is."

And so from early summer till late autumn, these three little friends, the blue Forget-me-not, the yellow Primrose and the red Pimpernel, grew together, trying to be kind and sweet to all about them.—*Lucy S. Jackson in Child Garden.*

The rose lives but a day,
But flowers of love bloom just as sweet
In winter as in May.

BUSY WORK FOR PRIMARY GEOGRAPHY CLASSES.

How our menagerie grew! Each child was deeply interested. It all began because Robert, who was very fond of animals, brought a tiny collection of seven animal pictures, in colors, to the school one morning. He had cut them out, pasted them on a sheet of cardboard, and all the pupils were interested in them. There were polar bears, camels, monkeys and an elephant. Polar bears and elephants are not neighbors, so we at once began making separate charts: natural history charts.

One was devoted to Africa and its animals. The children secured pictures of Arabs and their camels in long caravans; and as pictures were contributed every day, our chart very soon showed a chimpanzee, a rhinoceros, a hippopotamus, a zebra, an ostrich, a crocodile, a lion, an elephant, a giraffe, a hyena, and an ibis.

These were arranged at the top, middle or bottom of the gray pasteboard sheet according to the habitat of the animal, whether found in the northern, central, or southern part of Africa.

Our natural history chart for North America was soon covered with pictures of the seal, the polar bear, the walrus, wild geese, eagles, the grizzly bear, the moose, the beaver, the deer, the wolf, the fox, the peccary and the alligator.—*Ella M. Powers in School Education.*

THE MISSING NUMBERS.

Pretty sticks on the school desks lay,
And the children longed with them to play,
They will have to wait without a doubt,
Till they tell the words in the rhymes left out.

1. Seven red sticks in his hand had Ben,
He took three more and then had —
2. "I have five times two sticks," said Kate,
I'll give you two, then I'll have —
3. Fred used — sticks to make a tree,
He took three away and that left three.
4. Three little butterflies flew toward heaven,
Four sipped honey still. At first there were —
5. I have — and four, just as many as Hugh;
For he has half a dozen and two.
6. May has three threes and that is fine;
Maud has —, three more than nine.

They received two sticks for each word they could tell,
Two sticks for each word — and they worked right well.
How many had each without a doubt,
If they told every word in the rhymes left out?

CONTRACTIONS.—Write the contractions for the following: Can not, do not, did not, could not, does not, I have, I will, would not, he is, you have, you will, it is, should not.