

growing part. There the sap is flowing. It is busy making a new ring of wood and a new lining for the bark.

The tree needs its bark for protection. The fresh, new wood could not live under the sun's heat in summer. It would be killed in winter without the protection of the rough bark. The birch tree gave Hiawatha its bark for his canoe. An oak of a warm land gives us a part of its bark every year—it is cork. All bark has what we call a corky part. The lining of the bark is of long string threads or fibres. These are used for making rope and some sorts of cloth. Do you know what linen is?

The beautiful wood which makes the useful thing in our house was once the heart of a tree. Perhaps it was a tree in a far country. A wood-carver knows all kinds of woods.

While we are waiting for the buds to open, the brown twigs can tell us a story. Do you know what it is? Look at the different shades of colour in the twig. The tips of the twig may be more glossy than the lower part. You may find joints in the twig. Those joints will tell you how many years the little twig has been growing. The spaces between the joints show how much sun and rain the tree has had in all the years.—Clara J. Mitchell in *Intelligence*.

—AN article on "Primary Reading and Spelling," by Mrs. Martha Lane, recently appeared in the *Educational News*. As it contains hints which may prove of service to many of our teachers, we reproduce it here at length.

Every primary teacher who feels the inadequacy of the readers furnished for the use of little children must appreciate the difficulty of bridging over the gap between the primer and even the simplest good literature. The child must have a small vocabulary; he must undergo a certain amount of "The fat cat sits on the mat;" but all good teachers agree that this kind of reading matter is with difficulty exchanged for the folk-stories and fables it is so well that our children should read.

My own plan may appeal to some one, and so I give it at some length. As soon as my class has gained a vocabulary of fifty words recognizable in script or type in any combination, I choose a simple fable or story and write it for them in those words which are most familiar to them. The new words I use in separate sentences for class work on the blackboard until their script form is known. Then I print them with my small printing press on strips of card.