

She meant to be good—she had promised;
 And so with her big brown eyes,
 She stared at the meeting-house windows,
 And counted the crawling flies.

She looked far up at the preacher;
 But she thought of the honey-bees,
 Droning away in the blossoms
 That whitened the cherry-trees.
 She thought of the broken basket,
 Where, curled in a dusty heap,
 Three sleek, round puppies, with fringy ears,
 Lay snuggled and fast asleep.

Such soft, warm bodies to cuddle,
 Such queer little hearts to beat
 Such swift, round tongues to kiss you,
 Such sprawling, cushiony feet!
 She could feel in her clasping fingers
 The touch of the satiny skin,
 And a cold, wet nose exploring
 The dimples under her chin.

Then a sudden ripple of laughter
 Ran over the parted lips,
 So quick that she could not catch it
 With her rosy finger-tips.
 The people whispered, "Bless the child!"
 As each one waked from a nap;
 But the dear, wee woman hid her face
 For shame in her mother's lap.

Speaking about nature study, reminds us of a certain boy well known to us in the remote past. Before he was twelve he knew the name of every fish in the inlet of the Atlantic, on the coast of which he lived; knew not only the name, but the ways of it in the deep; when it came and went its value for food or market; its anatomy, coloring; its favorite bait, etc. Of birds he knew the names and they were many; could accurately describe the structure of each nest, and the materials out of which it was built; the number of eggs; their size and color; the location of the nest on the ground, in tree, under or on rocks. All other animals, wild and tame, he knew the ways and the names of; likewise the names of all the flowers, plants, shrubs, trees, wild or cultivated. All this and much else he learned from no schoolmaster, but from Mother Nature herself. In the large city, the child must learn these things in a second-hand way, from the formal lesson in the book, but the country boy or girl, more happily situated, absorbs knowledge from every bank and brae, rock, rill, mountain, sea, and lake.—*Western School Journal*.

A Well Conducted Recitation.

The subject of the lesson was Siberia, and the whole class was transported thither in imagination before the lesson had proceeded far. The pupils were led to formulate statements by questions that made them think what must be if certain known facts were taken into account. For instance, when there had been a little talk about the three great rivers, the teacher asked what must be the state of things near the mouth of these. All were very ready to tell of the frozen, inaccessible water. But when she asked what must happen when the spring sun thawed the upper or southern portions of these rivers, all were not so ready to reply. So she asked for the name of a river near by whose rise and course were familiar to the class. She said, "Let us imagine some things about this river." Then she graphically pictured a state like that common to these Arctic rivers, readily securing the statement, "When the southern portions of these rivers melt, the water, unable to follow the course of the river-channel, must spread out over the land." Then they were ready to understand the heavy floods of the tundras.

When they spoke of the fossil elephants found in the ice of the Arctic slope, so well preserved that dogs would eat the thousand-year-old meat after it was taken from its natural refrigerator, the question was asked, "What is meant by the word fossil?"

It was very interesting to note the readiness with which the boys and girls told what they knew. "I have seen a fossil shell." "I have seen a fossil plant." "Coal has sometimes the print of a fossil fern." Gradually the statement was secured that a fossil was an object that had become petrified, or turned to stone, and that the elephants were like fossils, in their cold-storage state. The teacher talked about the Don Cossacks and gave some excellent word-pictures of the life led by the nomadic tribes of the north. Each point discussed seemed to lead naturally to the next. There was perfect freedom, yet perfect order. No reply, however unexpected or wide of the mark, failed of a pleasant reception and apt word of comment that precluded all possibility of disturbance. Preparation was the key-note of the recitation.—*Selected*.

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