

Primary Department.

REPRODUCTION EXERCISES.

RHODA LEE.

REPRODUCTION in writing should begin as soon as possible. When the children are familiar with the simple sounds and can write legibly, work may be given on the slates. But before this they should have had a great amount of training in oral reproduction. Work at this stage is of course confined almost entirely to story-telling. We will suppose the story of "Silverlocks" or the "Fairy Cobbler" to have been related to the children. A few days after the story has been told ask your scholars to tell it to you. By skilful questioning draw it all out from them, supplying as little as possible yourself. Stories the children hear at home, at Sunday-school and elsewhere may be told at school. All the language work from the first day at school is a preparation for the written work, and if this be done carefully we shall have little trouble with the writing.

In beginning the written work do not be concerned over the fact that the spelling and construction of sentences are not what they should be. If the thought is there it is good, and the child shows that he has read the story you have given him intelligently, and made the thought his own. Time enough after this to correct the spelling and improve the language.

As to material for reproduction exercises: The best work is the reproduction in the child's own words of something he has read. Stories found in children's magazines, Sunday-school and other papers, supply us with all we require. These cut out and mounted on pasteboard are what we use chiefly. Two or three hundred can soon be collected if the children assist. Of course we use the lessons in the reading books in the same way. As a preparatory step in getting the whole story write a number of questions on the board and ask the children to answer them in writing. These questions should cover the whole story.

Another exercise that might come under this head is that in which the teacher gives the barest outline, or rather suggestion, of a story. For example she says: "I saw last Saturday a party of little girls and boys coming along the road. Their hands were full of purple flowers and pretty leaves. Some of the boys had school-bags full of something that looked like nuts." The children then wrote lengthy stories in which the home-coming described had a prominent place.

Then in the little lessons or talks which some presumptuous people are pleased to term "science," we have material for reproduction exercises. Quite recently my little folks wrote me wonderful accounts of the life and trials of a little water creature called "Tommy Tadpole." The children had found out as much as they could about him at home and elsewhere, and we had heard all the discoveries in school, so that when they were asked to write the story the results were fairly good.

MAXIMS FOR BLACKBOARDS.

CLEANLINESS is next to godliness.
Order is heaven's first law.
A place for everything and everything in its place.
He who does his best does well.
Reward is in the doing.
Honesty is the best policy.
An honest man is the noblest work of God.

Good health is better than wealth.
Not failure, but low aim, is crime.
True worth is in being, not seeming.
Being good is the mother of doing good.
Obedience is better than sacrifice.
Keep good company and you shall be of the number.
There is nothing that costs less than civility.

It always pays to be a gentleman.
Politeness is the outward garment of good will.
Thou shalt rise up before the hoary head.
The noblest courage dares to do right.
Denying a fault doubles it.
Do unto others as ye would that they should do unto you.

Be friendly and you will never want friends.
Think the truth, speak the truth, act the truth.

Kind words are the music of the world.
A person good at making excuses is seldom good for anything else.

—Exchange.

THE THREE KITTENS.

[*Suggestions*: The following needs to be read but once by the teacher, and should then be written by the children. The teacher should write upon the board, Black Cat, White Cat, capitalizing each, and Black-and-White Cat.]

Jack and Jess had three kittens. One was a Black Cat, one was a White Cat, one was a Black-and-White Cat.

All three were play cats. One, the Black-and-White Cat, was a vain cat and a proud cat. He was always telling the Black Cat and the White Cat what monstrous mice he had caught—while they were away.

He was always bragging how much handsomer he was than they. He said the Black Cat was only black, the White Cat was only white, but he, behold him! he was black and white both.

One day he said he could climb the apple-tree, to the tip-top. The Black Cat said she did not think he could. The White Cat said he couldn't get back if he did.

The Black-and-White Cat was vexed, and started up the tree as fast as he could go. He never looked back till he was up where the limbs were small. Then—well, then, when he stopped and looked down, he began to mew? The limb was so small he didn't see how he ever could turn on it to come back. He was very frightened and mewed pitifully.

The Black Cat and the White Cat both laughed and scampered off to the house.

—Exchange.

LANGUAGE LESSONS.

FILL the blanks in the following sentences with "their" or "there":

1. Shall I see you —?
2. The girls have brought — dolls.
3. They have — sewing, too.
4. Are you going — with John and Fred?
5. No; I am going — with — father.
6. — are some grapes on the vines yet.
7. Yes, I left them — to ripen.

Fill in the following with "was" or "were":

1. Where — you staying?
2. I — at a picnic.
3. — you late getting home?
4. — your sisters all there?
5. All but the youngest — there.
6. Who — the other girls with you?
7. The Browns — there and so was Anna Gray.

Change the following sentences so as to make them refer to past time:

1. I close my eyes.
2. Nelly plays on the piano.
3. John holds his pen well.
4. My cat catches mice.
5. The bird sings sweetly.
6. The boy comes with the paper.
7. My pencil lies on my desk.

CLASS RECITATION.

I.

FIVE little rabbits went out to walk,
They liked to boast as well as to talk.
The first one says, "I hear a gun."
The second one says, "I will not run."
The little one cried, "Let's stay in the shade,"
The big one said, "I'm not afraid."
Bang, bang, went the gun,
And they ran every one.

II.

FIVE little mice on the pantry floor,
Seeking for breadcrumbs or something more,
Five little mice on the shelf up high,
Feasting so daintily on a pie.
But the big, round eyes of the wise old cat,
See what the five little mice are at;
Quickly she jumps, and the mice run away,
And hide in their snug little holes all day.
"Feasting in pantries may be very nice,
But home is the best," said the five little mice.

NOTE—Let the fingers of the left hand represent both rabbits and mice, and point to each one as mentioned. At the words "bang, bang," strike the desk with closed fists.

WE do not bring boys here to teach them how to make a living, but to teach them *how to live*. — *Bishop Brooks*.

BLESSED be the humble teacher who, without any chance for the great rewards of fame or money, renders noble service and leaves the impress of a genuine and generous character in one little corner of the world. — *Pacific School Journal*.

IF we work upon marble it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellow-men, we engrave on those tablets something which will brighten to all eternity. — *Daniel Webster*.

A FAITHFUL, conscientious teacher is God's noble man or woman. The teacher who performs the duties of the school-room as a drudgery is not fit to instruct the young. The noblest work the present generation has to do is to nurture, train and teach the boys and girls now in the common schools throughout the land, that they may be entirely capable to take the places of those now on the stage of action. — *Transeau*.