

partridge." Class decides to make "Joseph shot a partridge" modify "was driving"—hence the complex sentence, "William Henry was driving to Toronto, when Joseph shot a partridge"; or class wish to make "William Henry was driving to Toronto" modify "shot"; hence the complex sentence, "When William Henry was driving to Toronto, Joseph shot a partridge." Many examples of this kind, proceeding from easy to more difficult, will give exercise in determining the *principal* clause, a practice very essential preparatory to teaching in detail the analysis of complex sentences.

## Primary Department.

### READING.

RHODA LEE.

#### LESSON XIX.—COMBINATION "SH."

*Introductory story.*—It was twelve o'clock and mother was waiting for the children to come home to dinner. She had not to wait long. In they came, and all began to tell her what they had been doing at school. "Sh, sh!" said mother, "remember baby is asleep, so talk quietly."

*New words.*—Ship, shop, shot, shell, shed, shelf, shod, dash, nash, lash, hash, rash, crash, trash, lash, splash, cash, sash, smash, dish, fish, wish, shet-land, flash, flesh, shall.

Up to this time we have intended the sentences for sight-reading to be written on the blackboard. At this stage, however, it is better to give the class sentences written on slips of paper. No two stories need be exactly alike. The children read the sentence to the teacher and then receive another. If strong paper or cardboard be used for this purpose the stories will last a long time.

In the remaining lessons we will only give lists of words from which sentences may be formed.

#### LESSON XX.—COMBINATION "EE."

We speak of the two e's as the twins. If separated they can say only *ē*, but if they take hands they say together their own name *ēē*. Teach the word *you* with this lesson.

*New words.*—Meet, feet, feel, heel, peel, bee, see, tree, free, deer, steer, peep, steep, sleep, creep, beet, beef, seem, green, seen, need, week, weep, weed.

#### LESSON XXI.—LETTER "U."

*Introductory story.*—A little girl was on her way to school one morning when she noticed some ice on the sidewalk. She had no time to spare, but she thought she would just have one slide. It must have been too slippery for her, as she got a bad fall. She said "u" (sound of *ū*) as she fell. Then she picked up her bag and ran off to school.

*New words.*—But, nut, hut, run, fun, bun, gun, pun, stun, bud, bug, rug, dug, mug, hug, grunt, hunt, stump, gruff, stuff, dust, must, mush, rush, glum, mud, bump, dump, crust, duck, luck, dull, gull, crumpets, grumble.

#### LESSON XXII.—LETTER "J."

Introduce as in previous lessons.

*New words.*—Jam, jap-an, jack, jill, just, jest, john, jack-et, jim, jip, jig, jump.

#### LESSON XXIII.—COMBINATION "OO."

These we call the quiet twins because of the soft, gentle sound they make.

*New words.*—Cool, tool, pool, spool, spoon, stool, stoop, soon, moon, roof, noon, shoot, loose, goose, scoop, school, fool, fool-ish, room, boot, coop, loop, roost, groom.

#### LESSON XXIV.

Long sounds of the vowels *a, e, i, o,* and *u*. The silent "e" at the end of a word makes the letter inside say his own name. The long sound is indicated by a dash over the letter.

*New words.*—*ā*—Mate, late, gate, came, game, lame, same, safe, spade, slate, grave, shave, shame, state, taste, plate, slave, wave.

*ē*—Mete.

*ī*—Line, fine, mine, shine, five, dive, crime, dime, time, lime, shine, spire, life, bite.

*ō*—Bone, home, hole, pole, stole, stove, store, grove, more, rope, shore, tore.

*ū*—Tune, tube, cube, cute, mute, lute, pure, cure, mule.

#### LESSON XXV.—LETTER "K."

This letter has been incidentally introduced in connection with "c," the sounds of the two letters being the same.

*New words.*—Kit, kit-ten, kill, kin, kick, kate, kite, like, pike, spike, skin, skip, kiss, lake, strike, spoke, broke, smoke,

#### LESSON XXVI.—LETTER "X."

The sound of "x" is equivalent to that of "ks."

*New words.*—Ox, box, sox, fox, six, mix, fix, axe, tax, max, axle, taxes.

#### LESSON XXVII.—LETTER "Y."

"Y" has three sounds, as shown by the words yes, fly, and funny. In regard to the last two, we may say that at the end of a short word y says *ī*, and at the end of a long word it says *ī*.

*New words.*—Yes, yet, yell, yelp, yoke.

*Y = ī*—Fly, my, cry, dry, shy, by, spy, fry, sly, sky, sty.

*Y = ī*—Funny, sunny, fanny, tommy, nelly, happy, penny, frosty, windy, willy.

### FAULT-FINDING,

RHODA LEE.

It is possible for a teacher to see too much, or, rather, to take notice of more than she should. When such is the case, it is expressively called "nagging." I have seen classes in which the teacher had acquired this habit, and it was extremely painful to me to witness it. There was a rigidity about the order that was not healthful, to say the least, and a sullen look upon some of the boys' faces that betokened rebellious thoughts, if not actions. The teacher looked strained and weary, as though she might wear out before very long. This is a somewhat dole-

ful picture I have drawn, but it is not exaggerated. It is a truthful description of a class in which the teacher "nagged, nagged, nagged," in the vain endeavor to get her class into what she deemed ideal order. She deserved credit for her conscientious and painstaking effort, but she worked with a false idea of order in a primary room.

We must not expect too much from little children. We cannot put old heads on young shoulders. The most important matter is the spirit in the class. If this be right, the little faults will gradually be overcome without incessant nagging, scolding, and fault-finding.

Suppose a boy who is possessed of a naturally bad temper, but who has been trying to do right all term, comes in some morning with a frown upon his face, out of sorts with everything and everybody. The teacher observes that he is doing everything badly; he is out of position, noisy, etc. If she were to begin finding fault with him, there would probably be a scene that would undo all the good that had been accomplished in the session, and he, because of his failure, would be very much discouraged. Instead of this, she *does not see* his mistakes, and, as soon as possible, gives him something to do for her that she knows he will appreciate. Later on she finds she needs him to help a couple of junior pupils who are backward in their work. By ten o'clock he is himself again. The storm has blown over. Of course, a repetition of this would necessitate a talk after school, or some such treatment.

I believe that, even with little children, there is a danger of tantalizing them into wrong-doing. I have known people, not teachers, I am thankful to say, who by undue severity fostered deceitfulness and disobedience in their children. The words "don't," "stop," "naughty," and others of a like character are too often found on the lips of both teachers and parents. If, instead of the fault-finding, negative method of discipline we were to try to direct the energies into other channels than those we wish to avoid, there would be more kindness and gentleness and fewer unlovely dispositions among children. Some one has said, "Cultivate right tendencies in humanity and the wrong ones must die out," and another, "Build up the positive side of a child's character and the negative side will not need to be unbuilt."

### A WORD PICTURE.

The wind that breathes of columbines  
And bleeding-hearts that crown the rocks,  
That shakes the balsam of the pines  
With music from his flashing locks,  
Stops at my city door and knocks.

He calls me far a-forest, where  
The twin-leaf and the blood-root bloom,  
And, circled by the amber air,  
Life sits with beauty and perfume,  
Weaving the new web of her loom.

The wind has summoned, and I go—  
To con God's meaning in each line  
The flowers write, and, walking slow,  
God's purpose, of which song is sign—  
The wind's great gusty hand in mine.

—Madison Cawein.