

worry on the brow of the teacher. The children seem to be in perfect sympathy with her, and respond eagerly to every suggestion. The happiness of doing right is reflected from the faces of almost all in the class. The children are co-workers with the teacher in endeavoring to make their class and work as good as they possibly can.

When privileges are to be granted is it not reasonable that they should be given to the most worthy—those who try hardest to do what is right? Let this be understood. Also, that when the teacher asks a favor from a scholar, she goes to one in whom she has confidence. While thus placing a barrier between the bad boy and herself, she makes him understand that it is his own work, and that she is more than willing to assist in its removal.

If the negative has hitherto predominated in your manner of disciplining, let me urge a trial, for a short time at least, of the positive method. I do not mean to say that every child can be influenced by this means, but I believe the majority can, and our schoolrooms would be brighter and better places if the appeal was always to the best that is in the child and not the worst.

READING.

RHODA LEE.

LESSON XXXIX.

Combinations "ou" and "ow."

New words.—ou—Our, sour, scour, out, pout, stout, shout, round, found, pound, bound, ground, flour, trout, south, house, mouse, loud.

ow—Cow, sow, how, row, now, town, bow, shower, flower, owl, fowl, howl, brown, crown, frown, power, gown.

LESSON XL.

Broad sound of a (â) "au" and "aw."

New words.—â—Fall, ball, call, tall, wall, almost, halter, salt, malt, chalk.

au—Paul, August, autumn, fault, vault, pause, Santa Claus.

aw—Saw, paw, law, raw, fawn, lawn, pawn, draw, straw, jaw, thaw, claw, shawl, drawl, awful, saw-dust, strawberry, awning.

LESSON XLI.

Combination "ew."

The sound of "ew" is equivalent to the long sound of "u" (û).

New words.—New, few, pew, stew, dew, mew, yew.

LESSON XLII.

Combination "ph," ph=f.

New words.—Ralph, photo, photograph, telephone, telegraph, Philadelphia, phonic, phonograph, phosphate, phosphorus.

LESSON XLIII.

Combination "qu," qu=coo.

New words.—Queen, queer, quick, quilt, quill, quack, squeak, squeal, quarrel, quantity, quiver, quickly, quickest, queerest, Quebec, quite, quaint.

LESSON XLIV.

Combinations "tion" and "sion," tion and sion = shun.

New words.—tion—Notion, lotion, portion, station, nation, plantation, correction, collection, intention, vacation, partition, position, invitation, determination. sion—Tension, pension, mansion, expansion.

LESSON XLV.

Soft "c" (ç).

New words.—Face, lace, mace, race, pace, grace, trace, place, brace, fancy, ice, mice, rice, mercy, prance, dance, voice, choice, cent, cell, cellar, cedar, cider, pencil, cinders, prince, princess, celery.

LESSON XLVI.

Soft "g" (ġ).

New words.—Age, page, cage, rage, stage, manage, change, gentle, ginger, gip, gipsy, George, gentleman, sausage, angel, danger, hinges.

LESSON XLVII.

Silent letters, "l," "b," "w," and "k."
l—Half, calf, calm, palm, balm, balmy, chalk, walk, talk, stalk.

b—Lamb, limb, climb, thumb, crumb, numb, dumb, comb.

w—Write, wrote, written, wrist, wreck, wren.

k—Knit, knee, kneel, knock, knot, know, known.

CLASS RECITATION.

LITTLE JACK FROST.

Little Jack Frost ran up the hill,
Watching the stars so cold and chill,
Watching the stars and moon so bright,
And laughing aloud with all his might.

Little Jack Frost ran down the hill,
Late in the night when the winds were still,
Late in the fall when the leaves came down
Red and yellow and faded brown.

Little Jack Frost tripped through the hills;
"Ah!" said the flowers, "we freeze, we freeze";
"Ah!" said the grasses, "we die, we die";
Said little Jack Frost, "Good-bye, good-bye!"

Little Jack Frost tripped 'round and 'round,
Spreading white snow on the frozen ground,
Nipping the breezes, icing the streams,
And chilling the warmth of the sun's bright beams.

But when Dame Nature brought back the spring,
Brought back the birds to chirp and sing,
Melted the snow and warmed the sky,
Little Jack Frost ran pouting by.

Flowers opened their eyes of blue,
Green buds peeped out and the grasses grew;
It grew so warm and scorched him so,
That Little Jack Frost was glad to go.

—Anonymous.

HOW TO HAVE A HAPPY NEW YEAR.

"Suppose we think little about number one,
Suppose we all help someone else to have fun,
Suppose we ne'er speak of the faults of a friend,
Suppose we are ready our own to amend;
Suppose we laugh with, and not at, other folk,
And never hurt anyone 'just for the joke';
Suppose we hide trouble, and show only cheer—
'Tis likely we'll have quite a happy New Year!"

—Selected.

WHO COMES DANCING OVER THE SNOW?

Who comes dancing over the snow,
His soft little feet all bare and rosy?
Open the door, though the wild winds blow,
Take the child in and make him cosy.
Take him in and hold him dear,
He is the wonderful New Year.

Open your heart, be it sad or gay,
Welcome him there and use him kindly,
For you must carry him yea or nay,
Carry him with shut eyes so blindly.
Whether he bringeth joy or fear,
Take him. God sends him, this good New Year.

—Dinah Mulock Craik.

Book Notices.

Any book reviewed in this column may be obtained by addressing The Educational Publishing Co., Richmond Chambers, Toronto.

ESSAYS ON EDUCATIONAL REFORMERS. By Robert Herbert Quick, M.A., Syracuse, N.Y. C. W. Bardeen, publisher, 1896.

This new edition is a careful reprint of the original London edition of 1868, with the following additions: Mr. Quick's Pedagogical Autobiography, written for the *Educational Review*; his "Chapter on Froebel," written for the *Encyclopædia Britannica*; portraits of many eminent educators; *fac-similes* of MSS.; translations of all the passages in French, German, Latin, and Greek, with which the book abounds; side-heads, notes, etc. A valuable edition. Price, \$1.

THE GOLDEN READERS. London, Eng.: Moffat & Page, 28 Warwick Lane, Paternoster Row, E.C.

Primer I. of this series has already been noticed in our columns. Primer II. and Standard I. are now before us. Primer II. is a suitable continuation of Primer I. It contains simple descriptions, stories, verses, etc., mostly of one syllable in the earlier pages, and gradually increasing in difficulty as we proceed. Standard I. is larger, containing about ninety pages, bound neatly in cloth, with board covers. In both the type is large and beautifully clear.

GRIMM'S FAIRY TALES. Edited by Sara G. Wiltse, author of "Stories for Kindergartens," etc. Illustrated by Caroline S. King. Boston: Ginn & Company.

Being one of the admirable series of "Classics for Children," this charming book for children is published in the same style and with the same beautiful large type as many of the elementary books which have preceded it. No. II. offers a wider range of stories than No. I., and appeals especially to the developing moral sense through such dramas of the conscience and will as those presented in "The Woodcutter's Child." In some of them the child finds prophecies of the coming steam and electric power, is brought into touch with the mineral and vegetable kingdoms, and with animal life. The book can scarcely fail to prove instructive, as well as fascinating, to the young.

VERTICAL WRITING.

What is called vertical writing is the latest fad, says the Dundas *Banner*. It may become something much more than a fad, as it seems to have merit in it. Vertical writing, that is, where the letters are all made straight up and down, instead of slanting to the right, is easier to read, probably because the eye is accustomed to printed letters being vertical. Many a lad at school has been rapped over the knuckles because he did not hold his pen in a certain way, yet when lads grow to be men each of them has his own way of writing, and the handwriting of everyone of them is different, so different that it is a common thing to read the character of the writer by his handwriting. Guelph School Board has decided to give vertical writing a trial. It will be interesting to observe if the straight up and down character of the writing has any effect in forming the character of the writer.