

Primary Department.

AN ORDERLY ROOM.

RHODA LEE.

"A place for everything, and everything in its place," is a maxim nowhere more necessary than in the schoolroom. Unless the rule be constantly impressed and observed, disorder and much waste of time will inevitably follow. Picture a room in which the rule appears to be wanting: books litter the window-sills, the boards are half-cleaned, maps and other specimens of work are pinned to the wall without the slightest semblance of order, the teacher's desk is covered with odds and ends of various kinds, and the children's desks are likewise untidy. Another picture shows a room of a different character. An open cupboard door reveals neat rows of books, boxes, papers, and other materials; window-sills are bare but for a half-dozen house plants standing in shining saucers. On the teacher's desk are arranged the books and material necessary to the day's work, while the children have nothing on theirs but the slate and pencil.

Comment on the order and general working of these two classes is unnecessary. Disorder in these external matters does not bespeak orderliness of spirit, but rather the reverse, and there is no doubt as to the effect upon character of a strict observance or orderliness and neatness in all things.

Try to have the children take a pride in their room, and encourage them in every effort to make it pleasant and attractive. Though nothing be done towards decorating, it can be kept clean and neat. If this spirit prevail there will be no hats on the floor, no papers about the desks, no dirty slate-cloths (sponges and a clean rag should be the rule), and no untidy desks. There will be pictures on the walls and on the unused blackboard, plants in the windows, and perhaps a flower-glass on the teacher's table.

In the early summer, when wild flowers and shrub blossoms are plentiful, the children take great delight in bringing their little bouquets to "the teacher," and it is sometimes difficult to know what to do with them all. I have always provided myself with two or three earthenware jars to hold this deluge of flowers, for of course none can be discarded. They hold a great deal, and make a pretty ornament on the window-sill, where there is no danger of the water being spilled.

It is a great deal easier to keep everything in its place than we sometimes think. All that is necessary is to return every article to its accustomed place as soon as we are done using it.

"Order is everything" must be our motto if we would have a successful school; the order to which love, sympathy, and regard for others are the incentives. The influence of orderliness in these so-called small matters reaches far beyond the school walk and school life, and cannot be too highly estimated.

A PLAN FOR MENTAL ARITHMETIC.

RHODA LEE.

Imaginary shopping, which is always interesting to children, affords excellent practice in mental addition, subtraction, and multiplication.

The simplest exercise consists in getting correct *change*. Take a constant sum as the amount to go the errand with. Start with ten cents.

PROBLEMS.

(1) Bought two articles; one cost 5 cents, the other 3. How much change?

(2) One cost 2 cents, the other 7. Change?

Give the problems in as few words as possible, and have the answers given quickly.

Following ten cents, take a quarter of a dollar.

PROBLEMS.

(1) One article cost 9 cents, the other 7 Change?

(2) One cost 6, the other 8 cents. Change?

Take up problems with fifty cents and one dollar also. When the dollar is reached find how many ten-cent pieces we could get in exchange for a dollar bill, how many five-cent pieces, how many quarters, how many half-dollars, etc.

PROBLEMS WITH \$1.

(1) Bought 2 doz. oranges at 25c. a doz.
2 " lemons " 10c. "
1 pound of dates at 5c.
How much change?

(2) Bought 2 yds. ribbon at 12½c. per yd.
3 " lace " 10 c. "
How much change received?

(3) Bought 6 geraniums at 5c. each,
2 pansies " 10c. "
A fuchsia " 25c.
Change?

THE FIRST SNOWFALL.

The snow had begun in the gloaming,
And busily all the night
Had been heaping field and highway
With a silence deep and white.

Every pine and fir and hemlock
Wore ermine too dear for an earl,
And the poorest twig on the elm-tree
Was ridged inch-deep with pearl.

From sheds new-roofed with Carrarn
Came Chanticleer's muffled crow;
The stiff rails were softened to swan's-down,
And still fluttered down the snow.

I stood and watched by the window
The noiseless work of the sky,
And the sudden flurries of snow-birds,
Like brown leaves whirling by.

I thought of a mound in sweet Auburn,
Where a little headstone stood;
How the flakes were folding it gently,
As did robins the babes in the wood.

Up spoke our own little Mabel,
Saying, "Father, who makes it snow?"
And I told of the good All-Father
Who cares for us here below.

Again I looked at the snowfall,
And thought of the leaden sky
That arched o'er our first great sorrow,
When that mound was heaped so high.

I remember the gradual patience
That fell from that cloud-like snow,
Flake by flake healing and hiding
The scar of our deep-plunged woe.

And again to the child I whispered,
"The snow that husheth all,
Darling, the merciful Father
Alone can make it fall!"

Then with eyes that saw not, I kissed her,
And she kissing back could not know
That my kiss was given to her sister,
Folded close under deepening snow.

—James Russell Lowell

WE THANK THEE.

(Concert piece for lowest grade.)

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of bird, and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank thee!

For blue of stream, and blue of sky;
For pleasant shade of branches high;
For fragrant air, and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank thee!

—Selected.

KINDNESS TO ANIMALS—A READING.

How many of us that are here to-day can truly say, "We have always been as kind to the dumb animals as we should be"?

Have some of us, perhaps, in a fit of ill-humor, kicked the cat? Have we made the dog perform feats that tire him? Have we compelled the parrot to amuse company by talking until he was thoroughly exhausted?

Have we forgotten that these animals have feeling; that to kick them, to tire them, or to tease them, is entirely wrong?

How often have we tried to interfere with cruel boys who were stealing eggs from nests or who were taking the nests from trees?

Those nests that it took the birds quite a time to build; nests that had become dear to the birds, as their homes; their resting places; nests that they felt drawn to as the dwelling-place of their young.

How often have we tried to give our aid to the poor bird that has been captured by the unruly boys?

You children that are here to-day may think it strange to hear me talk in this way; but I think something ought to be done to save the dumb animals from cruel treatment. We do not mean to be unkind, cruel, and heartless; we are thoughtless; that's where the trouble lies. To-day we will form a little society, and promise that

We will do all the good we can,
In all the ways we can,
To every dumb creature that we may see.

—Selected.