

Memory Gems.

He who has learned to obey will know how to command.—*Solon*.

Truth is the highest thing man can keep.—*Chaucer*.

Dost thou love life? Then do not squander time, for that is the stuff life is made of.—*Benjamin Franklin*.

How far that little candle throws his beams! So shines a good deed in this naughty world.—*Shakespeare*.

Obey thy parents: keep thy word justly; swear not.—*Shakespeare*.

Keep good company, and you shall be one of the number.—*Herbert*.

A handful of good life is worth a bushel of learning.—*Herbert*.

Laziness grows on people; it begins in cobwebs and ends in iron chains.—*Hale*.

Out of the bosom of the Air,
Out of the cloud-folds of her garments shaken,
Over the woodland brown and bare,
Over the harvest fields forsaken,
Silent, and soft, and slow
Descends the snow.

—*Henry Wadsworth Longfellow*.

These winter nights, against my window pane,
Nature with busy pencil draws designs
Of ferns and blossoms, and fine sprays of pines
Oak-leaf and acorn, and fantastic vines.

—*Thomas Bailey Aldrich*.

The kindly words that rise within the heart,
And thrill it with their sympathetic tone,
But die ere spoken, fail to play their part,
And claim a merit that is not their own.

Unspoken words, like treasures in the mine,
Are valueless until we give them birth;
Like unfound gold, their hidden beauties shine,
Which God has made to bless and gild the earth.

—*John Boyle O'Reilly*.

The days are ever divine. . . . They come and go like muffled and veiled figures, sent from a distant friendly party; but they say nothing; and if we do not use the gifts they bring, they carry them as silently away.—*Ralph Waldo Emerson*.

Every nerve centre in the body demands manual training. It develops the mind and at the same time strengthens purpose, for all things made should enter into the life of the little community and into the life of the home. Children delight in manual training, because they love to make things, and to make them for others. The children will begin manual training in the kindergarten and carry it through all the grades.—*Chicago Institute Course of Study*.

KINDERGARTEN AND PRIMARY COURSE.

MRS. S. A. PATTERSON, Truro, N. S.

In the course of a conversation with some children, recently, the writer was told by a five-year-old boy that his mother had bought two rabbits at the shop, and that she was going to make an apple-pie of them!

As this boy is possessed of fully average intelligence, his remark led to some serious thought as to the causes which lay at the bottom of such gross misapprehension of facts. It is not unlikely that the child's mistake may have come in the first place as a result of rapid and indistinct speech in the home. But the fact that he accepted the supposed statement as reasonable (not regarding the conditions as impossible to produce such a result, viz., that an apple-pie might be made of a rabbit), indicates an undeveloped condition of mind, which everyone who deals with little children should consider carefully.

The child's ideas are, generally speaking, vague and indefinite, isolated one from another; his mind presenting a strong contrast to that of the mature person, whose wealth of classified knowledge brings to him clear, connected thought, and the power to see the relations existing between things. The frequent confusion of thought and expression noticed in little children arises in most cases from their lack of connected knowledge.

The many and varied questions asked by children are an indication, not only of their desire for information, but of an unconscious longing for connected knowledge of things. They are eager to know what things are for and why they are so, and they enjoy finding out the relations existing between one thing and another. They certainly make funny blunders sometimes in their attempts to fit their old knowledge to the new; but they are ready to accept kindly explanations, and their ardor is not dampened nor their self-respect injured, if they are not laughed at.

A great deal may be done in the way of enlarging their field of knowledge and increasing their general intelligence through interesting conversations on the commonest things about them, such as clothing, food, fuel, etc. These, however, must not be mere one-sided talks. It is necessary that the teacher should have some definite knowledge of what is passing through her pupils' minds; and therefore much value should be attached to the child's expressions of his own ideas. Otherwise, wrong impressions may remain, which might have been corrected. For example, during a recent talk on clothing, one bright little girl of five years was heard to say that her papa's shirt-front was made of