

and directed. In the earlier grades, while drilling on many senseless short sentences, the teacher may supply deficiencies and read, or tell, the fairy stories and myths always delightful to children. If these are not read or told to the children before the enthusiasm for the marvellous has abated, they will not be enjoyed later. "There is no one form of literary art so elementary as the fable, and no book so emphatically a child's first book in literature as one which gathers the fables most familiar to the ears of English-speaking people."

Moral instruction and character building may proceed insensibly with the use of fables. Truthfulness, patience, reverence, obedience, may all be taught vividly and in a wholesome manner from them; and when once put on the scent, young minds are eager to follow out and discover for themselves the purpose of the fables. *Æsop's Fables*, Andersen's *Fairy Tales*, Hawthorne's *Wonder Book*, Kingsley's *Water Babies* always delight children if handled in the proper way. Of course only the simplest fables should be read or told to very young children. The first two books named above should be read in the third and fourth grades and the last two in the fourth and fifth grades.

Many short poems from our best writers for children should be used in all primary grades both for committing to memory and in the language exercises. The memory should have plenty to do in the early grades, when things learned are most easily retained, and when good wholesome literature stored up in the memory will form a reserve fund that may be drawn upon later in life.

Keep on the blackboard some selection from the poets to be looked over every day until it is thoroughly learned. It may be descriptive of the month, or some bird, or flower, or other natural phenomenon, such as is found in this or other numbers of the REVIEW.

A father fearing an earthquake in the region of his home, sent two boys to a distant friend until the peril should be over. A few weeks after, the father received this letter from his friend:

"Please take your boys home, and send down the earthquake."

IN Massachusetts 299 cities and towns pay for the transportation of school children and only 54 do not. Is not this a good argument for consolidation of schools?

Recitations for Primary Grades.

Shut the Door.

Godfrey Gordon Gustavus Gore—
No doubt you have heard the name before—
Was a boy who would never shut the door.

The wind might whistle, the wind might roar,
And teeth be aching and throats be sore;
But still he never would shut the door.

His father would beg, his mother implore,
"Godfrey Gordon Gustavus Gore,
We really wish you would shut the door!"

When he walked forth, the folks would roar,
"Godfrey Gordon Gustavus Gore,
Can't you remember to shut the door?"

They rigged out a shutter with sail and oar,
And threatened to pack off Gustavus Gore
On a voyage of penance to Singapore.

But he begged for mercy, and said, "No more!
Pray do not send me to Singapore
On a shutter, and then I will shut the door!"

"You will?" said his parents. Then keep on shore!
But mind you do! for the plague is sore
Of a fellow that would never shut the door,
Godfrey Gordon Gustavus Gore."

The Coming Man.

A pair of very chubby legs,
Encased in scarlet hose;
A pair of little stubby boots,
With rather doubtful toes;
A little kilt, a little coat—
Cut as a mother can—
And lo! before us stands in state
The future's "coming man".

His eyes perchance will read the stars,
And search their unknown ways;
Perchance the human heart and soul
Will open to their gaze;
Perchance their keen and flashing glance
Will be a nation's light—
Those eyes that now are wistful bent.
On some "big fellow's" kite.

Those hands—those little busy hands—
So sticky small and brown;
Those hands whose only mission seems
To pull all order down—
Who knows what hidden strength may be
Within their tiny clasp,
Though now 'tis but a sugar-stick
In sturdy hold they grasp?"