

February Literature.—1. Afternoon in February—*Longfellow*. 2. A Song of Love—*Lewis Carroll*. 3. Only the Mother. 4. Beautiful Things. 5. What Does Birdie Say?—*Tennyson*. 6. My Mother. 7. The Baby. 8. Somebody's Mother. 9. Poems illustrating animal life. 10. Imitative animal verses.

Poems for Memorization.—1. The Year's Second Child—*Annie McMullen*. 2. The Night Has a Thousand Eyes—*Bourdillon*. 3. Love That Self-forgetful Gives—*Whittier*. 4. Beautiful Things. 5. The Dawn is not Distant—*Longfellow*. 6. Love is Sunshine, Hate is Shadow—*Hiawatha*. 7. February Sunshine Steeps Your Boughs—*Bryant*.

Legend and Story.—1. How Athens was Named—*Beckwith*. 2. Pegasus—*Beckwith*. 3. Old Sol—*Child's World*. 4. Nahum Prince—*Child's World*. 5. A Red Cross Dog—*E. M. J.* 6. Moufflon—*Kate D. Wiggin*. 7. The Knight Errant—*Grace Allen*. 8. A Dog that went to School—*Boston Herald*. 9. The Little Pig's House—*J. Hobart*. 10. Piggy Wee. 11. Black Beauty. 12. Jungle Book—*Kipling*. 13. Animal Stories—*Seton-Thompson*. 14. A Dog of Flanders.

February Songs.—1. Skating Song—*Wealth of School Songs*. 2. Winter Song. 3. Coasting Song—*Carrie Bullard*. 4. Chic-a-dees—*Nina B. Hartford*. 5. Little Sparrow Birdie—*Hartford*. 6. Little February—*Barton*. 7. The Blacksmith—*Songs of the Child World*. 8. The Horse—*Songs of the Child World*.

Spelling.—February is soon enough to begin formal spelling. If it is begun too soon the reading is apt to be retarded. By the end of January the phonogram work will be finished. Review the phonograms, —that is take the families such as *at, in, op, ot, an, am*, etc. 1. Place these on the blackboard and have the pupils pronounce them rapidly. (*Do not confuse phonics and spelling.*) 2. Let individual pupils pronounce and spell at the board. 3. Have the pupils face the class and spell (*a*) *at* words, (*b*) *am* words, etc., continuing throughout the phonogram lists. Five months of the ten are left for spelling, which is sufficient if the work is done systematically.

Reading.—Five months of solid foundation work in reading have been done. The pupils will be ready and eager to read for themselves. The primary teacher must guide them. 1. Begin the review of phonic words. 2. Begin the review of phonograms. 3. Continue sight reading of good selections. Never present anything useless or not worth remembering. 4. Formal introduction to the Primer and other printed selections may now be begun. Choose a lesson in the Primer. "The Cat