

Primary Department.

MORNING HYMN.

The morning bright with rosy light
Has waked me from my sleep ;
Father, I own, Thy love alone
Thy little child doth keep.

All through the day, I humbly pray
Be Thou my guard and guide ;
My sins forgive and let me live,
Dear Jesus, near Thy side.

Oh, make Thy rest within my breast,
Great Spirit of all grace ;
Make me like Thee, then I shall be
Prepared to see Thy face.

COMMON-SENSE HYGIENE.

E. D. K.

CARE OF THE TEETH.

Little children care less, that is, they show less interest in the appearance of their teeth than that of any other part of their face. They ignore their good or bad condition about as thoroughly as they do that of their hands, and one could hardly find a more expressive parallel.

Parents, too, are singularly careless and indifferent as to the welfare of the teeth of their little ones up to the time that they begin school. After the troublesome things are once well "through" in the "teething" process, nature is trusted to take care of the rest.

But nature plays all sorts of freaks with the temporary set of the little folks, crowding them here, there, and everywhere in a most untrustworthy manner, and the unsightly mouths in our primary rooms is the result.

Is it not the first thing to do to create an ideal of beauty and cleanliness of the teeth in the minds of the children? It will need wisdom to do this well; for it is usually new ground for cultivation. A word here and there as to the beauty of nice teeth—the "niceness" meaning cleanliness, as a rule, for symmetry isn't always possible—will begin to "tell" on the imagination of the little ones. If they can fall in love with the sound of "little pearls," it will help matters wonderfully.

Right here, it is best to teach enough anatomy of the teeth to show the harm of using them for nut-cracking—an accomplishment of which the boys especially are always very proud. Children can understand the word enamel as well as they can vertical or horizontal; then enter upon the hygiene of the teeth with a quiet determination to set that whole school to teeth-brushing.

The toothpick is not to be ignored, either, as a sanitary instrument, but above all things do not neglect to impress them with the conviction that there is only one place in the world where the use of a toothpick is permissible, and that is in the same environment in which a toothbrush is in place—in the privacy of one's toilet. It may be a departure from the subject of hygiene, but if our little children could be taught to look upon toothpicks upon the dining-table as unpardonable, it would be so much added to their ethical cultivation.

The introduction of the tooth-brush in the series of talks on the teeth will be met with a blank look by the children, and the general admission that they "haven't got any." What is to be done? If the previous talks have been a success, these children are ready to look upon the brush as the special need of their lives. If the parents refuse to supply it, the time has come to arouse their ambition to earn one for themselves. Work up a little ambition as to who succeeds in getting one first, and encourage the winner to tell how it was done.

Then will come the directions for their use; to brush up and down, and not across, and to use only tepid water for the mouth; and to repeat this process *three times a day*, which will be an appalling prospect to some of them.

Don't expect much help from the parents in this matter. You may get a sharp note from some besieged mamma who has never practically regarded the brush as a means of grace; but don't mind that. Keep right on. You are training little men and women in a most important matter, and the next generation as well as this will get the benefit of it.—*Primary Educator.*

SEAT - WORK FOR PRIMARY PUPILS.

Let pupils copy the following sentences, filling blanks correctly:

1. A bird has — wings.
2. Two birds have — wings.
3. A boy has — ears.
4. Three boys have — ears.
5. A cat has — legs.
6. A wagon has — wheels.
7. Two wagons have — wheels.
8. A bee has — wings.
9. Two bees have — wings.
10. A fly has — wings.
11. Three flies have — wings.
12. A cow has — horns.
13. Three cows have — horns.
14. A horse has — legs.
15. Two horses have — legs.

—*School News.*

SUGGESTIONS.

It is not necessary to live or teach in a country district to have, as a part of the school work, "Nature Study." There are beautiful skies, gentle rains, budding trees and returning birds in the town, as well as the country. "No time," you say. If it is in your heart to increase the reverence and appreciation of your children for the works of nature, and to open their eyes to the beauties of spring, time will be found.

Consider, for a moment, the numberless ways in which you may utilize the interest in the season. How many illustrations for the geography lesson may be found. How many subjects for morning talks, reading lessons, language and busy-work. The bright, cheery spring songs are an inspiration we would not be without.

There is always more or less lassitude and dullness in the springtime. The children seem tired and discontented. We must not be impatient with them, but try to overcome it by longer recreation periods, frequent change of work, and an increased interest in outdoor things.

I would again suggest the keeping of a spring record which will give the dates for the coming of the birds, the order of appearance of wild flowers, leaves, dandelions, length of time required for growth of seeds planted in the schoolroom, first thunderstorm, etc., etc.

"A gush of bird song, a patter of dew,
A cloud and a rainbow's warning,
Suddenly, sunshine and perfect blue,
An April day in the morning."

A HAPPY DISMISSAL.

In arranging a programme, it is well to reserve the last eight or ten minutes of the day for a parting talk, a story, a hymn, or some such exercise that will, if a right spirit prevails, blot out the many little troubles and vexations of the day that were better forgotten than cherished. The day's work should have a fitting close, and at this time the teacher may get very near to the hearts of her children, if she will. When books and slates are put away, and everything is in order, I have always enjoyed a few minutes' quiet talk with my pupils, and have never considered it ill-spent time.

TALK WITH A PUPIL ALONE.

There is infinitely more good derived from a quiet talk with a pupil alone than from a reprimand given in the presence of the other pupils. This applies to every grade, not merely in dealing with the more advanced. When any serious misconduct occurs, have a conversation with the faulty one, and, as a rule, let him state his side of the case. Show him kindly and frankly wherein he is wrong, and let him know always that it is the wrongdoing and not the wrongdoer that you dislike. He will trust you after a talk of this kind. There would be fewer disciplinary troubles if this practice of private talks were followed.

STAND NEAR YOUR CLASS.

Quite a number of the modern school-rooms have no platform. I have never heard an architect or managing committee state the reason for dispensing with the old-time requisite; but while not disapproving of a proper use of a platform, I may say that I have found some advantages in its absence. In having classes at the board we have greater convenience. There is no stumbling off and on the elevated part, and we can arrange the class in any way we wish. The platform always seems to keep the teacher more at a distance from her pupils, and anything having that effect should be avoided. My recollection is that the teacher who had a platform sat a great deal on it, and supposed she saw everything that occurred in the class, which supposition was, of course, in error. The teacher who has no platform moves about more, shortens the distance between her pupils and herself, and, in consequence, holds the attention better and teaches more effectively.