

(g) We have—that you—well at your examination.

(h) The hens—on the eggs.

(i) They—the hen on duck eggs.

(j) I have—a star falling.

2. What are the opposites of ; rough, north, tiny, poor, keen, wise, brittle, transparent, begin, depart.

3. Write in your own words the following story :

"At a convent in France, 20 poor people were served with dinner at a certain hour every day. A dog belonging to the convent was always present at this meal, watching for any scraps that might be thrown to him. The guests being very hungry themselves and not very charitable, the poor dog did little more than smell the food of which he fain would have partaken. As each pauper approached, he rang a bell, and his share was delivered to him through a small opening, so that neither giver nor receiver could see each other. One day the dog waited till all were served, when he took the rope in his mouth and rang the bell.

"The trick succeeded, and was repeated next day with the same success. At length the cook, finding that 21 portions were given out instead of 20, determined to find out the thief ; and at last he was watched and detected. But when the monks heard the story, they rewarded the dog's ingenuity by allowing him to ring the bell every day, and a mess of broken victuals was henceforth served out to him in his turn."

4. Write from memory, in about 15 lines, the story of

"Presence of Mind," or
"No Crown for Me."

5. Write a letter to an imaginary friend in Florida, giving an account of our Canadian Winter Sports.

VALUES.—1, 5; 2, 5; 3, 25; 4, 20; 5, 20.

Hints and Helps.

IN THE COUNTRY SCHOOL.

In the country school, the teacher is often required to teach pupils of all grades, from the beginners up to those studying Physiology and Algebra. Many count this fact as a great drawback to the work in such schools. And surely if "departmental teaching" is the ideal from the primary up, this is a condition to be greatly deplored. But, while every one must admit that some disadvantages attend this condition, I believe that it has some substantial advantages, both to teacher and to pupils ; and as this is an unavoidable condition of the country school, it is well not to overlook the advantages, if there are any.

If the teacher comes to his work well prepared and if he is skilful in conducting it, it will be no small advantage to him intellectually, that his field is so wide and so diversified. It will save him from the wretched monotony, from the stultifying tendency, of going over again and again a narrow field of operations, with which he became thoroughly acquainted long ago. Imagine the mental, not to say moral, condition of the teacher whose instruction, year after year, should be confined to successive classes in, say, long division, or the conjugation of the English verb! For one, I should say, "Take any shape but that ;" give me rather the old-fashioned country school of sixty pupils, including the five-year-olds, and young men and women of twenty-one, with all the studies found in any country school of to-day, plus Latin, Botany, and Geometry.

Nor is it any small advantage to the pupil that he hears recitations, and witnesses the teaching of pupils of a very different grade from his own. To older pupils it may be a lesson far more profitable than the one they are studying in Syntax, to witness the skilful teaching of a class of beginners every half-day. And we know that bright children in the lower grades can learn a vast deal from hearing the recitations of the higher classes. There are choice bits of poetry that have been in my mind all these long years, and that will stay there as long as brain lasts, which I learned by hearing the older pupils read them, when I was a six-year-old, on the low seat.

But the little fellow may be profited, even when he doesn't learn anything from the exercises of the older ones ; a certain wonderment as to what these things mean, and an aspiration to

take part, by and by, in such high performances, are not without value, it may be of a high degree.

The multiplicity of classes, and the consequent shortening of time for each, must often be a serious loss in the country schools. But it may be said in regard to this, that, by a more judicious arrangement and skilful handling, the number of classes can often be reduced one-half ; and then the number in each class will not be too great for the teacher to give as much individual attention to each, as would be possible in the large classes of the strictly graded city schools.

It is individual, personal attention that tells above all things else with pupils of the lower grades. And, at the worst, the cases are rare where the country school does not offer better opportunities in this respect, than schools of cities and large towns.—*Public School Journal*.

VOCAL CULTURE.

BY JENNIE BALDWIN.

To enunciate and to articulate are essential features of good reading, and instruction in these elements of good speaking should precede the reading lesson each day.

Clear enunciation and articulation can be obtained only by years of practice and constant effort on the part of the pupil, and constant watchfulness on the part of the instructor. But primary teachers should aim to train the organs of hearing to acuteness, and the organs of speech to accuracy, so that the pupils may enter the grammar school with cultivated powers, and habits of expression developed in a fair degree. This is introductory to more elaborate forms of the same kind of drill, which must be continued throughout a student's course. Vocal drills should be given in the grammar school, and even in the high school ; for after years of careful training, we find much to correct in consequence of pupils hearing careless pronunciation outside of school.

The culture of the voice involves the training of the lungs ; consequently vocal exercises are acknowledged to contribute largely to health. Every exercise chosen should have a definite aim and practical value.

The natural, easy, musical quality of voice should be cultivated in the recitation room. Sometimes it is necessary that the tones be loud, but they can at the same time be pleasant. We must seek to make the pupils' tones always smooth and musical, but we should never lose sight of the fact that what is wanted in everyday use of the voice, is a pleasant and natural intonation.

In early work, imitation exercises are quite important. The teacher may memorize a poem that she likes very much, and bring it into the school-room. The children will like whatever the teacher does, and will imitate her voice almost exactly.

Memory gems, containing beautiful sentiments, may be introduced in this manner, and make a pleasant feature for the closing exercises of each day. The pupils should not be allowed to give these memory gems, except in a very distinct way. These are both for thought getting and giving ; consequently the pupils should talk so that you can understand them. They should be trained to talk slowly and distinctly.—*N. Y. School Journal*.

SEAT-WORK FOR THIRD READER PUPILS.

SOME afternoon you may observe a bright boy of the third reader class "almost spoiling" for want of something to do—something to keep him busy. Show him how to rearrange the first sentence in the following story, then let him take this journal and copy the story, rearranging the sentences so as to have the words in proper order. Tell him to keep the work after he has it copied, to be used later for a reading lesson. At another time let another pupil of the class copy the story in the same way. So continue until all members of the class have copied it. Then use it as a reading and language lesson. This story is taken from Tarbell's "Lessons in Language."

LITTLE SAMMY, JACK, AND THE GOAT.

Little Sammy the apple tree was in, when by a fierce old goat came. Sam apples several at him threw to make him go. The first one right on his head the goat hit ; but hurt him not at

all did it. The apple after went he, and it up ate.

Every apple at him that threw Sam the goat eat would, and Sam look would then at as to say if, "Good that is. Some more I want."

His dog Jack then called Sammy, and him told to away the goat chase. Jack at the goat ran and at him barked and him to bite tried ; but the goat to Jack his head kept turning, so that to bite not him a chance could get Jack. At last of hearing bark Jack the goat grew tired, and thought he him knock hard one would give and away drive him.

So a two or step back he took, and then forward ran as he could hard as, Jack to hit. But when to where Jack had the place been his head came, not there was Jack ; away jumped he had. Going so fast was the goat that stop himself he could not, but over his head tumbled and down on his back came, with up in the air his legs sticking.

So hard laughed Sam that almost out of the tree fell he, and so glad was Jack that he jumped and barked, and the goat's legs to bite tried. The goat up at last got, and as far to the side other of the orchard walked over as he could go. Out down of the tree jumped Sammy then, and to tell his mother about it all ran.—*School News*.

Literary Notes.

THE *Review of Reviews* for November, in its editorial department ("The Progress of the World") has some suggestive paragraphs bearing on the present attempts at "municipal housecleaning" in the great cities of New York, Chicago and San Francisco, and takes the occasion to emphasize certain lessons to be learned from European municipal experience. In speaking of Glasgow's system of street cars, owned and operated by the municipality, the editor points out that this responsibility was not undertaken by the city until the municipal government had been tested with many large enterprises which it had shown its fitness to control and operate successfully ; it is now managing its street car service, says the *Review*, as successfully as the best of our American cities manage their fire departments.

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It is plainly a labor of love with Dr. Hale, which he undertakes in the November *Review of Reviews*—to sum up the life and charm of the late Oliver Wendell Holmes. As a close friend and ardent admirer of the dead poet, and inspired, as he was, by the same intellectual atmosphere, Dr. Hale is, perhaps of all men, the most worthy to give here the first comprehensive and authoritative account of the Autocrat's work to appear in the magazines. There are several portraits of Dr. Holmes and illustrations of the scenes which surrounded his life. "How Our Lawyers Are Educated," by Mr. L. R. Meekins, points out many glaring abuses, and suggests practical improvements. "A Tragic Sequel to Ramona," by Edward B. Howell, calls attention to certain specific errors in our Indian reservation policy, and the writer casts a charm over his moral with the pathetic story of the recent murder of Mrs. Platt, the Indian teacher in "Ramona's" land.

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THE ever pressing problem, How can reforms be effected in the government of American cities? is ably considered by Mr. H. C. Merwin in the November *Atlantic Monthly*, in a paper entitled "Tammany Points the Way." Mr. George Birkbeck Hill, the editor of the *Life of Johnson*, reviews, in a very readable fashion, some of "Boswell's Proof-Sheets," which are now in the unrivaled collection of Johnsoniana, belonging to Mr. R. B. Adam, of Buffalo. "Reginald Pole," by H. W. Preston and Louise Dodge, is an interesting study of one of the most notable personages of the England of Henry VIII. Mr. William Everett discusses "Hadrian's Ode to His Soul," and offers a new translation. Mr. Lafcadio Hearn shows some curious phases of Japanese life in passages "From my Japanese Dairy," and Mr. J. M. Ludlow speaks from an English standpoint of "The Growth of American Influence over England." "Seward's Attitude toward Compromise and Secession in 1860-1861" is treated by Mr. Frederic Bancroft. Mr. H. E. Scudder contributes a suggestive article on "The Academic Treatment of Eng-