

Practical.

PRACTICAL HINTS.

HOW TO GET PURE AIR INTO THE SCHOOL-ROOM.

Open a hole under the stove, and be certain that it communicates with pure air out of doors. This can easily be done when the school-house is building. A tight wooden box, about six inches square, can open directly under the stove, and half way to the eaves outside. The ends should be closed by sliding doors. At the opening of the school both ends of this duct should be closed, but as the room becomes heated, and foul air accumulates, open both doors enough to admit a sufficient quantity of fresh air. With this arrangement no window should be opened, except in case of smoke or dust. Great injury results from requiring pupils to sit in drafts when heated. Severe colds and more serious sickness are thus frequently caused. With the arrangement here mentioned an abundance of pure air can be admitted into a room, and no draft caused. This is a very great advantage.

HOW TO GET FOUL AIR OUT OF THE SCHOOL ROOM.

Open a door in the ceiling, and be certain that it communicates with pure air. If the ceiling is directly under the roof, it will be sufficient to let the heated air escape into the space under the shingles, but if another room is above, care must be taken to be certain that the door communicates with out-doors. This is essential, or opening the door will be of no account. Several small openings in different parts of the ceiling, closed by sliding doors, are better than large ones. How large these openings in the ceiling are made, depends upon the difference of temperature between in-doors and out-doors. In managing such an arrangement as we are describing, a modicum of common sense should be used. Without it, the best apparatus man ever will make will be useless or injurious.

REMEMBER :

The foul air in a heated room is near the ceiling.

The foul air in a cold room is near the floor.

Hot air is not necessarily foul air.

Drafts are often more injurious than foul air.

A child should never sit for a minute in wet clothes. If he is exercising, his wet clothes will not hurt him very much ; but if he is quiet he will be certain to receive injury

Urge children to bring dry socks to school on a wet day, and put them on if their feet are wet. If a child's clothes are wet, and he cannot go home let him exercise until he is dry and warm. Sitting near a hot stove in wet clothes is nearly as injurious as sitting by a cold one.

Don't be ashamed or afraid to look after the health of your pupils. Don't be "fussy," but be sensibly attentive. Health is better than arithmetic, and good lungs than grammar. If you save a girl from a fit of sickness by cheating her out of a day's study, you have done her an incalculable service ; perhaps have saved her life.

A hungry child can't remember. Children need food oftener than grown people. It isn't out of place at all to let a little child eat a part of her lunch in the middle of the forenoon.—*N. Y. School Journal.*

A FEW FALSE RULES IN GRAMMAR.

Here are a few so-called rules that have been taught for generations, and are still taught in many schools. Look at them carefully, and say why it is that the generation of school-masters stick

to what is false, when there is so much truth within easy reach :
A verb does not, except in a few instances, agree with its subject in number and person.

Pronouns do not agree with their antecedents in person, number, and gender.

Active transitive verbs do not govern the objective case, or any other.

The subject of a finite verb is never a noun in the nominative case.

Prepositions do not govern the objective case, or any other.

One verb does not govern another in the infinitive.

The infinitive is not a mood, and is never governed.

Conjunctions need not connect the same moods and tenses of verbs.

In English the verb is almost without distinction of number and person.

English nouns are entirely without gender, and are never in the objective case.

The infinitive is not an inflection of a verb.

Conjunctions are free from all rules except common sense.

The word *government* is the most misleading word in English grammar. It implies a power one word has over another. There is in no language any such power or any relation which is symbolized by such a power.

In Languages which have a variety of inflections, words do not govern each other. The attempt to bind words together by links of etymology and syntax, and to make grammatical rules for a language in which the noun has only one case, in which there is no gender of noun, adjective or participle, in which distinction of tense, number, person in verbs is almost unknown, and that of voice absolutely wanting, is absurd.

See Richard Grant White's "Use and Abuse of Words," to which we are indebted for many of these hints.—*N. Y. School Journal.*

TO DETERMINE BY INSPECTION THE GREATEST COMMON MEASURE.

BY HENRY A. JONES,

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In nearly all of our schools it has been deemed necessary for scholars, in determining the Greatest Common Measure, or Divisor of Numbers, to make the operation a written exercise. The operation, however, can be either wholly, or at least in great part, made a mental operation. The application of the following tests, as shown by the illustrative examples, will in all ordinary cases determine it.

It is required to determine the G. C. M. of 12 and 18.

It is evident that the G. C. M. of any two numbers cannot be greater than the smaller number, it is likewise evident that it cannot be greater than the difference between the two ; therefore, as 6 will divide each of these numbers, 6 is the G. C. M. of the numbers.

It is evident that the G. C. M. of several numbers cannot be greater than the least number. It is likewise evident (and this is the important test) that it cannot be greater than the difference between the two which are the nearest to each other in value. Consequently, if to the foregoing numbers we attach the number 15, we readily see that their G. C. M. cannot be greater than 3, and as 3 will divide each, the fact desired is determined.

Again, if to the three numbers mentioned we attach the number 20, we readily see that their G. C. M. cannot be greater than 2, but, as one of these numbers is an odd number, and cannot be di-