

bake a cake, or something of their own making, to be placed on the family table. Of course they work under mother's eye, and by her instructions—and in later years these little girls will thank their mother for this early teaching.

This "playing cook" is an easy and pleasant way of teaching little girls the "first lessons," and if, as in other days, they were fully taught at home the very important accomplishment of house-keeping by their mothers, there would be no necessity for a union of domestic and intellectual institutions in our schools and seminaries; but, unfortunately, very few, comparatively, of the mothers of the present day have health to teach their daughters as thoroughly as would be satisfactory or available—or if health be given, the disposition to devote their time and attention to the matter is wanting. For this reason we see no better way than to have this part of our girls' education incorporated, if possible, with the other branches taught in schools and colleges, so that sewing, sweeping, washing and cooking—every minutia of household knowledge, may be as fully taught as reading, writing or the so-called higher studies; or, a friend suggests, if this union is not possible, at least the domestic education might be made a supplementary course,—the scholars understanding that no one can graduate until she has passed through that department.

But as we fear the good old times of mother-teaching will not very soon be revived. Our idea of uniting this important part of woman's education with that which is thought higher and more intellectual, arose from the impression that if not in some way mingled, our girls in the course of four or five years of sedentary life, would acquire a distaste for more active employment, or, having destroyed their health by injurious and long continued application, would be utterly incapacitated for it.

We offer these suggestions in the hope that the attention of some of our progressive spirits may be called to this subject, with more effective earnestness than has been shown.—*Christian Union.*

On Teaching English Grammar.

(By E. T. D. CHAMBERS, CHAMBLY.)

It is impossible for any educated man in this colony, or for any Englishman who happens to visit the country, to fail to observe the disgraceful way, in which our fine old English Language, —which

"spreads where winter piles deep snows,
on bleak Canadian plains,"—

is abused, by those ignorant of grammar, among our middle and lower classes.

Some of the Northern and Western counties of England itself, are noted for the ungrammatical language of their inhabitants; yet I believe it would be utterly impossible, even among the labouring classes of Yorkshire or Somersetshire, to find such specimens of bad grammar, and such mispronunciation of words, as are of daily and hourly occurrence in this country.

For instance such errors as—

divid	for	divided
vocation	for	vacation
advertise	for	advertise
suple	for	supple
seat	for	site
drowned	}	for drown'd
or		
drowned	}	for hanged
hung		
learning	for	teaching as "He is learn-

ing me to read" and many others,—are commonly heard.

I bring these forward, as a proof of the great necessity which exists, for teaching English Grammar in our schools, for I have heard people in this country say that it is a ridiculous idea, to waste the time of our youth at school, with such a useless sub-

ject. But should they ever rise to be able to associate with educated company. (as all hope to do in a colony like this), or to visit the mother country on business or pleasure, they will then feel the want of having a knowledge of Grammar: for those who grow up, copying the wrong expressions which they hear used around them, without ever been rectified, will make themselves absurd by their conversation, and will be scarcely understood, even by those whose language they profess to use.

If grammar be properly taught, it will prove to be of the greatest service to the children as they grow up, and yet take but very little time, compared with that devoted to some of their other studies.

Before they are of an age to learn much of Orthography, the teacher should show them the distinction between some of the most prominent parts of speech. They are told that as all the children in the school are divided into classes, so that all who study the same subjects may be together, so all the 60,000 words in our language, are divided into nine classes or parts of speech.

The pupils are first introduced to the Noun or Substantive, which the teacher tells them is the name given to all words that are names of anything which can be perceived by the senses; and he gives them some examples of the different kinds of Nouns. A passage is then given to the children, in which they are required to find out all the Nouns; hunting after words in this way, is always an amusing and interesting exercise with the children.

Care should be taken however, not to tire out their patience too much, or they will soon cease to take any delight in learning and will regard the grammar lesson as a bore instead of a pleasure: twenty minutes or half an hour daily at the most, is quite sufficient for beginners to spend at this study.

Having explained what a Noun is, the teacher gradually leads the children to the Adjective. (I think it is preferable for beginners to be acquainted with at least the definition of each part of speech, before they study much of the inflection of either). He takes the word *horse* for instance, he tells them it may be a *black* horse or a *white* horse, a *large* horse or a *small* horse: it may be *young* or *old*, *good* or *bad*, *fast* or *slow*. These words he tells them are adjectives, and he exercises their minds by giving them another noun, and requiring them to qualify it by other Adjectives.

They are now told that in order to avoid the too frequent repetition of nouns, other words are used called Pronouns; these they are made familiar with by common examples.

Verbs are then defined by the teacher as words used to express action, or to indicate what the noun or pronoun is represented as performing or enduring; as "The horse *ran*", "The boy *was hurt*." The children may now be exercised in searching for verbs, in the same manner as they formerly did for Nouns.

The teacher would then say, that as Nouns have other words to qualify them, or to point out the difference between things of the same class, so verbs have other words, called Adverbs, to modify their meaning, or to show the time, place, or manner, in which the action is represented as being performed.

After thus introducing his pupils orally to some of the most important parts of speech, the teacher may now allow them to study partly from text-books.

This paper must necessarily be too short, to allow of giving more than the method of a few elementary lessons on Grammar, but if the same course be pursued in teaching the other parts of speech, and the inflexion of those already taught, the children will learn to take a pleasure and an interest in the grammar lesson, and will be certain to obtain a good sound knowledge of the English Language.

Reforms in the Schools of Ontario:

In two former articles on this subject we pointed out the great improvements which the School Bill, if passed in its present form, will and must introduce into the elementary education