

tal arithmetic or geography, and whatever else the age of the pupils will admit of. When the time comes, go through with all the exercises that were prepared. Some will be present, perhaps but few, but a beginning has been made; you have set the people to *talking about the school, favorably*. Appoint another day for similar exercises, and urge all to be present. You have but to tax ingenuity to vary the exercises, and the skill to interest pupils, to secure the attention of every parent.

The teacher who never or rarely sees parents in school, may charge himself with 95 per cent. of the blame for it, and has only to try the experiment suggested, to be convinced of the fact. But few parents will attend merely from a sense of duty. They must be *interested* when they visit, and when pleased, they will not fail to attend, and induce others to accompany them. To teach an efficient school, requires energy, skill, and learning. These, properly directed, will enable any one of ordinary perseverance to succeed: without them, he ought not to engage in a work so important, involving the present and future interest of immortal beings.

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GRAMMAR.

THE lessons should be given progressively; a general idea of the parts of speech should be given with few details, and if the children be very young, without any details whatever.

Attention must be paid to the order in which the parts of speech should be taken.

1. *The Noun* must be first explained as being the foundation and ground work of every proposition. The names of *material* objects should be first selected, which the pupil can *see* or *touch*. He should produce them from his own observation, and enumerate by word of mouth, or by writing on a slate, the names of things which he has seen on the road to school, or at the breakfast table or dinner table. A more advanced class may add a list from abstract subjects, things which they cannot see and yet talk about, as *goodness, virtue, etc.* Pupils should practice in writing out lists of nouns with similar terminations,

ending in *en*, and *er*, or, *ess*, etc. Here enters the use of grammar in cultivating the habits of minute observation and *classification*. Children may be left in their class, or required at home to write out lists of nouns *common* and nouns *abstract*. This they may do either from their own observation or from their reading lesson books.

2. *The article* should come next in order, unless it be considered in the light of an adjective.

3. The next part of speech to be examined is the adjective. When a noun is perfectly understood as the name of any object that can be seen or spoken of, attention must be drawn to its qualities, and the words which describe these qualities are adjectives, whether we say *white chalk* is *white*. The words which are adjectives should be drawn *from* the children.

4. A *verb* comes next in natural order. The most ready method of explaining it is to put the question—*What nouns do?* Example—"Boys *play*;" "bird *fly*."

At this stage the pupil must be made to perceive that a *noun* and a *verb* by themselves are capable of forming sentences. Each of the last examples conveys a complete sentiment.

5. An *adverb* follows the verb and is found in answer to the question—*How* actions are performed? We must not descend yet to the different classifications of adverbs.

6. *Pronouns* come next in order. We must confine the attention to *personal* pronouns, and even omit distinction of persons; much more the inflexions, to denote varieties of case or number.

7. The *preposition* is the last part of speech that occurs in a simple sentence, and is the most difficult to explain, because it is the most abstract in its character. The points to be aimed at are to show that a preposition denotes, (1) the direction of the action of the verb with respect of the noun—"he sat on the chair." (2) The relation of one object to another—"the book on the shelf."

8. The *conjunction* might be omitted altogether till a latter course, unless it be regarded as a link between two *words*, rather than of two *sentences*, which is its proper office.

Papers for the Schoolmaster.