

carefulness in arranging the seeds and legres in the different boxes as I had directed. When, his work completed, he added to his cheery. "good-night" the words "I mean to find out something for that lesson for to-morrow." I felt that the time had been well spent and set to work to make further preparations for the lesson.

Friday morning, 10.25. Every scholar supplied with two sunflower seeds and a yellow petal. Colored crayon in the black-board tray for drawings. Seeds of different shapes and colors, as well as various other objects on my table for comparison, and every beaming face bright with expectancy.

As the children were all familiar with the fact that it is by means of the senses we make our discoveries, they were ready to assist me in placing the following table on the black-board to be filled up as we proceeded with the work of investigation.

SUNFLOWER SEED.

WHAT WE FIND OUT BY

| FEELING. | LOOKING. | TASTING. | SMELLING. | HEARING. |
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| | | | | |

Besides these columns we placed one other for general remarks. We then examined the objects in the order indicated by the above table, placing the results in their own columns as obtained from the use of that one particular sense. There are various methods of cultivating the sense of hearing in our object lessons, but the one most common is that of dropping different articles on different surfaces and then determining the nature of the substances and their relative weight in general terms.

While the primary aim of all object lessons should be the all-round development of the faculties of the child-mind, the secondary one should also receive the necessary attention. The language in which the answers are given should be carefully noted and corrected when necessary. New words should be given occasionally, but always following a thorough understanding of the thought they embody.

Subjects for these lessons should not be carelessly chosen, without thought as to their power of development, but should be well considered and planned beforehand. The fact of a scholar suggesting an object, or still better, bringing material for a lesson, gives increased zest to the lesson and fosters that spirit of co-operation to which I have so often referred—a living, active spirit in school life.

My choice had fallen on the water-melon seed, but when the sunflower was brought, with but little trouble I changed the lesson, and, if you would like to know just how interesting it was, I would advise you to try it, as the "stately" flowers are still to be found in some gardens, "nine feet high" and "more, too."

I have a particular fondness for seed-lessons, probably because of their close connection with so many of the morning gems or verses which refer quite frequently to the "seed-sowing" of kindness, love, truth, honesty, and the reaping in reward.

These little moral lessons are well understood by children and their force is felt and seen if properly applied.

But to return to the lesson on Friday morning. After a rapid review of the work on the board, I allowed the scholars to put their seeds away in safety in order to preserve them for planting, and I was just turning from the class, when to my surprise I saw, raised, the hand of a very timid little girl, who rarely, if ever, ventured a remark unassisted. "Well, has Dora something to tell us?" I asked. "Yes, Miss Lee," she replied. "Our mamma was making pumpkin pies last Saturday and she gave me some seeds, may I bring them for another lesson." I had only time to give a delighted consent when the bell for intermission sounded through the halls.

Special Papers.

CURRENT ENGLISH.

B. NOTHING happens or occurs now; it "transpires." "A number of cases," I read the other day, "had transpired," and all I can say is that I hope they feel better after transpiring. But a still more remarkable statement I lately read by a popular English novelist, who, wishing to inform us that if his hero were suffering from any secret sorrow he concealed it from the world, says, "No skeleton in the background ever transpired."

M. No! You must have invented that.

B. I assure you it is a fact, almost incredible as it may seem. But to go on with a few more examples. We now "inaugurate" every thing that we do not "initiate," apparently without an idea of what the words really mean. We "commence," we rarely begin. We give "ovations" to persons, not meaning rotten eggs. We "open up" every thing; but why up? Soon we shall open up a door, or a house. "To the general reader this volume," we are told by a late writer in what is called a "prominent" English newspaper, or "journal," "will open up a storehouse of new ideas." A newspaper is called an "issue," and I wish, sometimes, it could be healed. "Notably" is constantly used for "for instance"; and "to notify" in America has incorrectly the meaning of to give notice, instead of "to make known." "You are hereby notified" is used instead of "it is hereby notified to you." Again, everything is a "note" of something; whether the note is do, re, mi, fa, sol, or la is not said. Then we have "recitals" of music on a piano forte, and next, I suppose, we shall play pictures on canvas. "Trouble" is also used in a new way. "Do not trouble about it." Trouble whom, or trouble what?

"Got" is still another word which is most distasteful to me, and always jars on my ears, yet it is constantly intruded into sentences where it is totally unnecessary. "Have you got this or that or the other thing?" is almost universal, and so is the answer, "No I have not got it"—or as those Americans say who wish to be extremely accurate and precise, "No, I have not gotten it."

M. But this is trivial compared with the chambermaid vulgarisms that I am sorry to say I find in many modern English works,

of "whatever," "wherever," and "whenever," used for "what," "where" and "when;" as for instance, "whatever is he doing," "wherever is he going," for "what is he doing," "where is he going." Can anything be more vulgar?

B. Nothing; and it is not only vulgar, but quite senseless. I am sorry, too, to see that the improper American use of the word "quite" is now coming into vogue in England. Mr. Henry Kingsley, for instance, says in his novel of "The Harveys," "I had been quite a long time at school, and had never once asked him to come to our dingy house." What is quite a long time? Quite means entirely, or completely. What is completely or entirely a long time?

M. One of the oddest phrases used in America, and one which is not justified by the usage of the best writers of English is, "I don't feel like going or doing," something, for "I don't feel inclined to go or do," something. You may feel like a thing or a person, but how can you feel like an action? You may feel like a fool, or an ass, or a stick, possibly, but how can you feel like a-doing or a-going?

B. It is, nevertheless, universal in America.

M. I remember being startled by what struck me as an extraordinary and ludicrous use of this phrase. I had just arrived in America, and was taking my breakfast in the breakfast room of the hotel, when a pretty woman came in with a little child and seated herself near me. The child had no appetite and refused, in a whining voice, every thing that was offered to it. The mother apparently was disturbed by this, and at last relapsed into silence for a few minutes. Then suddenly she turned to the child and said, "Well, don't you feel like beefsteak?"

B. Feel like beefsteak! That was good. It is better than the singular epithet I once heard an American lady apply to a fish at a *table d'hôte*. When it was placed on the table she turned to her husband and exclaimed, "What an elegant fish!"

M. Odder still is the American use of love for like. They love beef and potatoes, and they like their friends.

B. I beg your pardon. They "perfectly love" beef, I admit, but persons are "perfectly sweet and lovely," too. Think of a "perfectly sweet and lovely" man, or a man who besides being "perfectly fascinating," is also "just as sweet and lovely as he can be"; and I know not how many times I have heard that phrase. It was only yesterday that I read in an American newspaper this singular description of a new machine: "It is a lovely notion in itself; as good as a gold mine,—or ever so much better." "Ever so much," you know, is American for "very much."

M. Do you mean to suggest that the Americans have not the right to use the English language as they choose.

B. If I dared to do so, I should. But I don't dare to do this; I have been so often abused for such a suggestion.

M. The Americans are a great people, sir. Do you know there are over sixty millions of people in America?

B. Yes, I've heard all that; and I perfectly love them all. But if my dearest