

2. Give the pupils a prov. rb, and have them write out an explanation. "It is hard for an empty bag to stand upright." "Birds of a feather flock together." "A rolling stone gathers no moss."

3. Require them to express sentences in different ways; as, "The bird sing sweetly in the spring of the year," changed to "In the spring of the year, the birds sing sweetly."

4. Change poetry into prose. (Write a stanza on the board, and have them express the same thing in prose.)

5. Exercise them daily on misused words and in correct constructions; as, "I done it;" "Me and her done it;" "I and John saw it;" "Let Mary and I go out;" "Between you and I."

VIII. 1. Teach them how to write a letter; as, the heading, address, salutation, introduction, body of the letter, close, superscription, punctuation, and the correct use of capital letters.

2. Require pupils to write letters of different kinds, as business letters, social letters, notes of invitation, notes of acceptance, notes of condolence, excuses for absence, receipts for money, due bills, notes, etc. (It is a good plan not to receive an excuse from a pupil unless it is written in his own hand; it will teach him how to construct sentences.)

3. Let them write letters to the teacher, to the trustee, to a friend, to their parents, schoolmates, etc. (Teacher must give pupils the correct form as a model, and drill thoroughly upon it.)

4. Have them write little newspaper paragraphs, as an account of a fire, of a party, of a runaway, of a railroad accident, etc.

5. Encourage the pupils to commit to memory and recite choice selections of prose and poetry. (This will develop a literary taste.)

6. See that the pupils are interested, and give suitable subjects, and require them to write short compositions. Encourage the timid. Lead them to write naturally. In the outlines presented, the teacher should make the exercises very complete. Do not be afraid of having too much under each head.

CAUTIONS.

1. Make haste slowly in language.
2. Give variety to the lessons.
3. Let every exercise bear upon the correct use of language.
4. Do not place a text-book in language in the hands of pupils at first.
5. Correct kindly and gently, and strive to make them love to write.

WHAT TO AVOID IN THE USE OF WORDS.

1. Avoid ignorance. a. Common errors. b. Ungrammatical expressions. c. Incorrect articulation.
2. Vulgarity.

"Immodest words admit of no defence,
For want of decency is want of sense."

3. Affectation.

HOW TO CULTIVATE THE COMMAND OF WORDS.

1. Constant use of the dictionary.
2. Make words a special study.
3. Read only best authors.
4. Seek the company of the cultured.
5. Have good thoughts to express.
6. Study synonyms.
7. Translating from one language to another.

"I had rather speak five words with my understanding, than by my voice I might teach others also, than ten thousands words in an unknown tongue."—1 Cor. 14: 19.—*Development Lessons By E. F. De Graff. and M. R. Smith. From our Country and Village Schools.*

BOTANY.

"Now for botany! School is being called at this season, in the great kingdom of nature! We have just had a good, long recess. Now let us up and to work. The botany class should be organized at once. If there cannot be regular, systematic study made of

botany, the next best thing, or, perhaps the first best thing should be done, namely, to study the vegetable world in an informal manner, as a great object lesson. There is vastly more sense, and profit to, in teaching children the names, character, and characteristics of plants, than in the distasteful rigmarole, practiced sometimes, of holding up an object and asking a number of hackneyed questions about it, in a stereotyped style.

"What a freshness and beauty, and, withal, what an interest in the kingdom of plants! Take out your pupils, and commence with the first flower whose head is lifted out of the snow-bank. Familiarize the children with every one of the first flowers of spring. Pass none, neglect none. If you don't know the name of the early peeper out of the ground which is brought to you, hunt up your botany, and be determined that you will know. Don't miss the early crocus, the daffodil, the trailing arbutus, the various anemones, the violets, the bluets; dig up the beautifully colored, skunk cabbage, smell your fingers after you have handled it; you will thus learn to know it by the sense of smell, as well as of sight; climb the trees and bring in branches of the maple with their early flowers; ransack meadow, field and woods; there are intensely interesting object lessons to be studied everywhere."—*Dr. Horne, Allentown, Pa.*

We take from the London, (Eng.,) *School Guardian* the following excellent specimen lesson on division:—

LESSON XVII.—LONG DIVISION.

1. The full Working of Short Division.

1. Before being taught Long Division, the children should be well practised in Short Division until the method of working is quite familiar.

2. The children should also have been shown that the reduction of the remainder after each separate division to the next denomination lower and the adding in of the figure in the next lower rank give the same result as that obtained by placing the two figures side by side. For example, in $742 \div 6$, after the first division, One Hundred remains over, and this reduced to Tens and added to the Four Tens in the Tens column, gives Fourteen (14) Tens, which is the same number as if the One (1) had been placed before the next figure (4).

3. The teacher now gives the children a sum in short division to work on their slates, e.g. $835 \div 7$, and afterwards works it with them on the blackboard. Thus:—

	Hundreds	Tens	Unit
7)	8	3	5
	1	1	9 + 2

4. Next, let the teacher analyse the process step by step. Thus: First, we divide the Eight Hundreds into Seven lots; this gives One Hundred in each lot, and One Hundred remains over. How did we get that one hundred over? Class: "By subtracting the Seven One Hundreds from the Eight Hundreds." Teacher: "That is to say, we multiplied the One Hundred seven times—that is we multiplied it by Seven—and subtracted the result (Seven) from Eight."

5. Show the method of writing the whole of this down. Thus:

	Hundreds	Tens	Units	Hundred		Hundreds	Tens	Units	Hundred
7)	8	3	5	(	1	7)	8	3	5
	7						7		
	1						1	3	

6. Show that the bringing down of the next figure (3) beside the remainder corresponds exactly to what was done in the Short Division at the second step.

7. Continue the division, comparing every figure obtained with the Short Division above, and show the children clearly that Long Division is nothing more than Short Division in which the whole of the figures employed are written down. The answer is thus seen