

But children are ever ready for stories and the relation of exciting adventures, and through this faculty, it has been found, they may be led on from one event to another of African history, from one point to another of African topography, till finally, what heretofore they may be said to have regarded as an unpalatable dose, is successfully administered in the form of a sugar-coated pill.

Instead of beginning at the commencement of African history, at least at the point where our knowledge begins, and gradually working forward through all the dry details, the contrary course would be pursued at the Workingman's School. The children would be told about Stanley and how he found Livingstone. This would naturally lead to Livingstone, and to why Stanley went in search of him. Then would follow the mission that brought Livingstone to Africa; the Nile, and the various conjectures regarding its source, and the reason of the world's impatience to know it; the Niger, and the interesting story of the finding of its course by Richard Lander after his master had failed in a similar attempt. Egypt and the Suez Canal would be gradually worked in as well as the history of the Continent of Africa and its relative position on the earth's surface.—From "*A Project in Industrial Education*," by FRANKLIN H. NORTH, in *Popular Science Monthly*, for March.

TEACHER'S SCRAP BOOK.

The teacher who has not commenced to make a scrap-book should begin at once. An old geography will do at first. There are plenty of them at hand. Cut out the alternate leaves. If you are ambitious to do more than a single book, as large as a geography implies, find two or three agricultural reports. Having the book, the next step is a plan. A teacher who has made such a book, reports that he divides his book into the following parts:—

- (1.) *Choice poetry.* This may be divided into (a) pieces for the pupils to recite; (b) pieces to analyze and read in class, and (c) your own favorite poems.
- (2.) *Choice stories.* This will grow to be a ponderous volume if you do not use much care in selection. Put in this the stories that are specially valuable for their bearing upon such habits as the teacher has most frequent occasion to deal with.
- (3.) *Gems of thought.* This will subdivide into short ones suitable for the children to memorize, and longer ones which you may wish to save for your own pleasure, or from which to draw material for talks with your pupils. Some of these may be used to advantage in the reading class.
- (4.) *Supplementary geography matter.* This will include selections from books of travel, and descriptions of customs and manners of people, as an accompaniment to the geography lessons; also, any interesting geographical facts found outside of text-books.
- (5.) *Supplementary historical matter.* Interesting incidents of history are often found floating about which will help to clothe with flesh the dry-bone matter in too many of the school histories.
- (6.) *Supplementary biographical matter.* Arrange a calendar for the year chronicling the birthdays of noted persons; under each name have a space to fill up with anecdotes and incidents as they are found.
- (7.) *Natural history.* Curious facts relating to the formation and habits of birds, insects, animals, reptiles and fishes.

After a few years the mass of material will be of great value. No book in the library will be cherished so carefully.—*New York School Journal*.

VARYING A READING LESSON.

Cut from some newspaper or magazine a narrative story that is interesting and not too difficult for the class to read as easily as they would the regular lesson in the reader. Select all the difficult words in it, and copy them on the blackboard, to be pronounced

and defined by the class. If there are names of persons in the story, put those on the board also, and everything else which could be made a profitable study.

Divide the story into as many paragraphs or parts as there are pupils in the class, and give each a scrap cut from the paper, and require him to study it carefully. Of course he will have no idea of its connection with the story.

Recitation time comes. Spend the first part in reading what they were to prepare from the board. Then have the class commence reading, requiring them so to arrange the paragraphs given them as to make good sense. The pupil who has the scrap on which the subject of the story is written begins to read. The others read whenever they see their paragraphs are needed to make good sense, and so continue until the narrative is completed. Care, however, should be taken at first to cut the story in such a way as to have the connection easily seen; but, after they have had some experience the work should be gradually made more difficult. The teacher should always have a copy of the complete story, so as to be able to prompt the pupils if necessary. After the pupils have put together the whole tale, call upon some one to tell it again in his own words. For the next reading lesson require them to write the story from memory. The paper should be taken charge of by the teacher, all mistakes underlined, and the same corrected by the pupil. The exercise obliges them not only to understand what they have read, but, it is also a good language lesson. Pupils like such a lesson; it requires them to give the closest attention to every paragraph read, also to observe the plot of the story; or they will be unable to read when their "turn" comes, to tell what has been read, or to write it out afterward.—C. W. Crossley, Texas.

METHODS—LANGUAGE EXERCISES.

1. Write the names of three places.
2. Write your own name in full.
3. Write the name of year country.
4. Write the initials of your name.
5. Write a sentence containing ten words.
6. Arrange the words in each of the following groups so as to form a sentence:
 - (1) Wood, made, of, is, box, the.
 - (2) Old, the, lame, a, has, horse, man.
 - (3) Stone, the, made, are, walls, of.
 - (4) He, rob, not, nest, would, the bird's.
 - (5) Jones, ate, pears, ripe, Paul, two, yesterday.
 - (6) Strawberries, I, place, a, grow, know, where.
7. Write a statement about—
 - (1) Yourself and playmate.
 - (2) Something in the school room.
 - (3) A place that you have seen.
 - (4) A winter amusement.
8. Write a sentence requiring four capitals.
9. Write two sentences in which you use the word is.
10. Combine the following to form one sentence:
 - (1) The birds are building their nests.
 - (2) They have been busy all day.
 - (3) They use straw and threads and moss.
11. Write a sentence in which you use the word I and the name of a place.
12. Write the proper names of—
 - (1) The street on which you live.
 - (2) The country in which you live.
 - (3) The language that you speak.
 - (4) The river nearest your home.
 - (5) A pupil in your class.
 - (6) The present month.
13. Write correctly the names of the seven days.
14. Write correctly the names of the twelve months.
15. Name three public holidays.
16. Tell what we mean by—

A pair of gloves.
A brace of ducks.