

14. Teach them self-denial, not self-indulgence, of an angry and resentful spirit.

If these rules are reduced to practice—daily practice—by parents and guardians, how much misery would be prevented, how many in danger of ruin would be saved, how largely would the happiness of a thousand domestic circles, be augmented. It is lamentable to see how extensive is paternal neglect, and to witness the bad and dreadful consequences in the ruin of thousands.

Grammar.

II.

To the cautions which in our last number we laid down in the teaching of grammar, we might have added the following:—

- (a.) The *idea* should be first given, and then the *definition*.
- (b.) *Technical* terms should be at first sparingly employed, and when used, thoroughly, explained and understood.

FIRST COURSE OF LESSONS.

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 groundwork 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*, &c. Pupils should practise in writing out lists of nouns with similar terminations, ending in *en*, and *er*, or *ess*, &c. 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 flies*."

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 later 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.*)

Notes of Lessons on Arithmetic.

NOTES OF A LESSON ON NOTATION AND NUMERATION.

I. NUMERATION.

METHOD.

Shew the children several articles of the same kind, as marbles, little blocks of wood, &c., and ask them to count them and to tell you the number. Now children you have counted them, how many are there? Seven, then seven is the number of the marbles.

Now if I asked you how many brothers you had, and you did not know any numbers how could you tell me? *We could not tell you.* Oh! but in some countries they know no numbers, and yet they can tell one another; try to think again. *Teacher, I could hold up as many fingers and*

tell you, or lay down as many marbles. Yes, and that is the way that people in very savage countries do, for though they have no marbles they use little stones which do as well. But this is very awkward, so it is better to have numbers, and be able to tell at once, and to tell numbers in words without using stones or anything else, is called *numeration*.

Now I have laid down six more besides the other seven, how many are there—*thirteen*, then seven and six are the same as—*thirteen*, or as three and ten, but instead of saying there are seven and six marbles, or three and ten marbles, we say there are *thirteen marbles*. Yes, and as I shall show you directly we always reckon numbers by tens or teens.

II. NOTATION.

METHOD.

Now, children, if you wanted to send word to some one how many marbles there are, and you could not speak to them, how would you do?—*write the number down.*

Yes, and this is called notation. Now, see whether you remember what I have told you, to *REPEAT* numbers in words is called *numeration*, and to *WRITE* them down is called *notation*.

If we write them down in words they take much room, so instead we write them down in—*figures*, but could we make a different figure for every number? No. Why? *Because there are so many numbers.* How many figures do we use. *Nine.* Very well, but if we want to write down sixteen, which is a larger number than nine, how do we manage? *We set down two figures.* Yes, we might say 8 and 8 or 7 and 9, but if we had a large number we should have to use many figures to express it, we must see whether there is not a better plan.

Which is the first number we have no character for. *Ten.* Now, suppose I say that I with a stroke over it shall stand for ten (1'), 2 with a stroke over it for twenty (2'), 3 for thirty, 4 for forty, 5 for fifty, &c. We shall be able to set down any number up to 100, for which we might write down 1 with 2 strokes over (1''), and for two-hundred 2'', &c. Going on in this way, making (1'''), (2'''), (3'''), &c., to stand for one-thousand, two-thousand, three-thousand, &c., we may set down any number up to thousands.

Now write on your slates as I have told you the following numbers:—nineteen, fifty-five, two-hundred and seventy-two, five-thousand-six-hundred and fifty-eight. Some will write them down 91, 55, 272, 85556, others 1'9, 5'5, 2''72, 5''652, &c. If any of the children can't do it, practise them in it till they can, when all can do it shew them on the black-board, the different ways in which the numbers have been written down.

Now, children, you see one has written nineteen down 1'9, and another 91, are they both right? Yes. Then it makes no difference which we place *first*, so long as you put the right *number of strokes*. Now I am going to show you how to write down the numbers without any strokes. Each copy on his slate the figure I have drawn.

Thousands.	Hundreds.	Tens.	Units.

Now write down two-thousand-five-hundred and twenty-three in the places marked out. Is there any need to use the strokes? No, Sir. Why? *Because it tells what the number stands for at the top.* (Children to learn the words above, and then rub them out, and practise writing down numbers in the spaces marked). Now children, what have I called the figures in the first place? *Units.* Then all numbers from one to nine are called *units*. The word *unit* means one, why then should you think we call the numbers units? *Because we can write them down in one figure.* Now remember you are always to put the units in the *first place*. Reckoning from which side? *The right hand side.* The tens in the *second place*; the hundreds in the *third place*; and the thousands in the *fourth place*.

Rub out the lines and write down four-hundred and two without them, (the children will most likely write down forty-two, then tell them to write down forty two, and they will see at once that as both are alike there must be some mistake.)

Now, children, where were you to place the hundreds? *The third place from the right.* Have you put them down in the third place? No, in the second place. Why did you not put them down in the third place? *Because you gave no tens.* Mark down the lines again, and write down 402 in them; what is there between the hundreds and the units? *Only a space.* Now leave out the lines and put a cipher (0) where the space was thus 402. Why is the cipher put in? *To fill up the space left empty.* Does it stand for a number? No. But it is put in to fill up the place of a number. Yes, and to keep the other numbers in—their right positions.

Practise the children now in writing down numbers from dictation, especially such as will need the use of ciphers, till they can do it with facility. It will be better at first to confine yourself to numbers, of which the children can form some definite idea not exceeding thousands. —(*Papers for the Schoolmaster.*)