

tial not only to his equipment as an instructor, but to his influence over the reading habits of his pupils. The text repeatedly limits to a single sentence the record of events rich in life, picturesqueness, and color: and much of the value and charm of history is missed if there is no acquaintance with this underlying wealth. The enthusiastic interest that comes to the teacher from such enlightenment is pretty sure to extend by a subtle contagion to his pupils. It stands to reason that sympathetic advice about reading from one who has travelled the recommended way and brings back glowing accounts of it, is more likely to win young people than perfunctory directions from one who has never been over the road at all. — From "Suggestions to Teachers," in *Fiske's History of the United States*.

EXERCISES IN FIXING CORRECT FORMS.

(To correct the use of two negatives, as, "I ain't got no pencil"; "I didn't have no time." Exercises given to primary grades.)

Teacher—To-day I will play that I am borrowing. I will ask you to lend me something. Please lend me your knife.

Pupil—I ain't got no knife.

"Johnny, please lend me your knife."

"I haven't got no knife."

"Katie, please lend me your knife."

"I have no knife."

"Katie's answer was right. I like the way in which she said it. Listen; I will ask her again. Katie, please lend me your knife. Johnny, please let me take your knife."

"I have no knife."

"Please let me take your watch. Please let me take your umbrella."

"I have no umbrella."

"Please lend me your pen."

"I have no pen."

"Will you give me an orange?"

"I have no orange."

"Let Katie take your book."

"I have no book."

The continuation of this exercise makes it necessary that every child use the correct form. The teacher should emphasize the correct form rather than the incorrect, calling attention to the one who gives the right answer and not to the wrong one.

(To fix the correct form of the pronoun used in the nominative case.)

Teacher—John and Peter may run across the room. John, tell me what you and Peter did.

Answer—Me and Peter run across the room.

"Peter, tell me what you and John did."

"I and John ran across the room."

"The polite way is to name John before you name yourself. Now tell me again."

"John and I ran across the room."

"Now, John, Peter told me very nicely. Listen while he tells me again. Now you may answer the question. What did you and Peter do?"

"Peter and I ran across the room."

"Kate, in what class are you?"

"I am in the highest class."

"In what class is Mary?"

"Mary is in the highest class."

"Katie, tell me in what class you and Mary are."

"Mary and me are in the highest class."

"Do you remember how Peter told me who ran across the room. Peter tell us again. Now, Kate, tell me who are in the highest class."

"Mary and I are in the highest class."

"Who lives on 10th street? John, Jack, Mary? Mary, you may tell me what three children live on 10th street."

"John, Jack, and I live on 10th street."

"Susie and Belle may take these pencils."

"Susie, what girls have my pencils?"

"Belle and I have your pencils."

"Belle, what girls have my pencils?"

"Susie and I have your pencils."

This exercise will need to be repeated many times in the ordinary school-room, but the children never tire of the practice when varied as above suggested. The right form is emphasized, and the children are required to use it over and over again. This accomplishes much more than the repetition of a rule. The use of the right form becomes habitual only through practice. Written exercises in filling blanks may be assigned after the right ideal of the form is fixed in the minds of the children.

The mistakes which occur in the use of irregular verbs are always to be found in the use of the past tense and the perfect participles. There

is no need of drilling upon all of the several forms. Centre all the attention upon those where the difficulty is found. Exercise:

Teacher (writing upon the board)—"Mary, what am I doing?"

"You are writing upon the board."

"John, what did I do?"

"You wrote upon the board."

"Kate, what have I done?"

"You have written upon the board."

"Mary, tell Kate what I did upon the board."

"Miss A. wrote upon the board."

"Susie, tell Kate what I have done."

"Miss A. has written upon the board."

"John I will give you my chalk. What did I do?"

"You gave me your chalk."

"Kate, what have I done?"

"You have given your chalk to John."

"Susie, what did I do?"

"You gave your chalk to John."

"See this piece of paper. What am I doing?"

"You are tearing the paper."

"What did I do?"

"You tore the paper."

"What have I done?"

"You have torn the paper."

"Mary, tell Kate what I did."

"Miss A. tore the paper."

"Kate, tell Susie what I have done."

"Miss A. has torn the paper."

"See the crayon. What am I doing?"

"You are breaking the crayon."

"What did I do?"

"You broke the crayon."

"What have I done?"

"You have broken the crayon."

"Tell John what I have done."

"Miss A. has broken the crayon."

"Tell John what I did."

"Miss A. broke the crayon."

In the above exercises the teacher must insist upon close attention to the form of her question, and exact answers. After a few such lessons, the children will become accustomed to the correct form and will observe its use in the class, and then it will be possible to call the attention of the pupil, by word or sign, to his use of the incorrect form, and such a correction will not interrupt the current of the lesson. After these exercises have been given, the teacher may insist upon the correct use in all the exercises of the day. Frequently the pupils become critics, and report any departure from the new ideal that has been presented to them. In selecting forms for drill, choose those that have been used incorrectly. Drill upon one until that is fixed before attempting another.—From *Daymarks for Teachers*, by Sarah L. Arnold.

HOW TO TEACH GRAMMAR.

This old-fashioned way of teaching grammar is perfectly absurd. Rules are all right now and again, but as the language we speak was a language long before the rules were rules, then I say let the rules keep modestly in the background. What our pupils require now-a-days is novelty. This amuses them and makes them think. My theory as to the teaching of grammar has the merit of being absolutely new, and of necessity will induce a tremendous amount of original thinking just on that account. I have heard teachers proceed partly along the lines I suggest, but they did not appear to do so with anything like system; they just seemed to have snatches of inspiration at brief intervals without logical continuity, and so their good intentions were not wholly efficacious.

The teacher should approach the subject by explaining to the pupils what grammar is. An explanation of this sort is always extremely interesting, and the longer it can be made, the better. The pupils will revel in it. Then he (or she), *i.e.*, the teacher, you know, should inform the class that far more can be learned by hearing improper forms of expression, than by a constant study of correct literary language.

This object may be admirably effected if the teacher will follow a few simple directions. In the first place he should ignore the *ing* sound in present participles; 2nd, he should practice sedulously the use of double negatives; 3rd, he ought to be as tautological as possible; and 4th, he should not fail to introduce in his speech all the slang of the day. There are other directions that might be given, but these seem to be most easily complied with.

If time is limited we should say so, thus: "We ain't goin' to have a full half-hour to this lesson to-day." If doubtful as to any matter, the pro-

per form is, "It is not so, I don't think." Should he refer to continuous forward motion, he ought to say, "The travellers proceeded on." If teaching arithmetic, he should, when necessary, speak about "reducing figures down," and if a pupil is not behaving as well as usual, that pupil should be warned against the possibility of finding himself "in the soup." It is also in good form to tell a girl that you will "stand her up in the corner if she does not conduct herself properly."

By following such a course the beauties of our language will come out strongly by contrast, and besides this, the teaching of grammar may be carried on while engaged with every other subject on the programme.

A.

WORK IN BUSINESS ARITHMETIC

Write a promissory note.

Write a note payable to bearer.

Write one payable to order.

One payable to individual only.

Write a demand note.

Write one without interest.

Write one bearing the legal rate of interest.

Write a negotiable note and endorse it.

Write a note specifying time and place of payment.

Write a joint note.

Make a bank check to your father.

Write a draft upon some bank; a time draft; a sight draft.

How is money exchanged between different countries? Give process of such.

Is a note made by a minor, or on the Sabbath, legal?

Suppose a note falls due upon the Sabbath, when is it legally due?

What is meant when we say "a note has gone to protest?"

Do all notes have three days of grace?

When a bill is protested for non-acceptance, what is the result?—*Florida School Journal*.

THE MONTREAL "WITNESS."

ONE of the sights of Montreal is a visit to the *Witness* office, which, for internal elegance, convenience, and completeness of equipment has few rivals anywhere. One's attention is arrested on the sidewalk by seeing through a window a Chinaman patiently turning a crank with the air of one who has a contract for a century of faithful labor, and means to fulfil it. The Chinaman is made of wood, and for steady, patient, endless toil commend us to a wooden Chinaman. Making bold to go in we find ourselves in an enviable public office with tiled floor, hot-house flowers and what not. Then we were piloted up a spiral stair, through the great editorial room, to the battery of linotypes which are the marvel of the nineteenth century as Gutenberg's movable types were of the awakening life of the fifteenth. The great Hoe press of the *Witness*, which prints almost any number of pages, from two to thirty-two, is the very most complete machine anywhere. Close beside it you are shown on enquiry a patch on the floor which marks the spot where exploded the famous bomb some months ago, which the *Witness* doubtless owed to its active and effective war against gamblers and bunco steers, a class which, by exposure and careful caricature it has managed to drive from the city, or at least to deprive of the open tolerance and public freedom which they before enjoyed at the hands of sympathetic officials. The stand for law and order taken by the *Witness* lately resulted in an investigation of the police and detective system of Montreal, which has revealed the need of some revolutionary change. The paper is devoted to temperance and all good things. It claims to be independent in politics, and has certainly opposed with equal vigor the Conservative government at Ottawa and the Liberal Mercier government at Quebec. It is at all events a clean family paper, very carefully edited and one of the prettiest in get up and typography that comes to our office.

No one should teach in the schools who has not an enthusiasm for the work, a natural capacity for it, and a thorough training.—*New York Tribune*.