

grammar grades teach by blackboard drill the entire notation of Webster's Dictionary (or Worcester's, if that is the school dictionary in use.)

20. Give special attention to the sounds of *a* that children are apt to give incorrectly.

21. Give concert exercises to illustrate the different inflections.

22. Train pupils to the habit of referring to the dictionary for definitions and pronunciation.

23. In all grades above the primary combine, as far as practicable, language lessons, grammar, and composition with the reading lessons, by selecting the parts of speech, parsing with brief forms, analyzing sentences, briefly explaining punctuation and the use of capitals, and by writing abstracts.

24. Train all grades of classes in the following points of vocal culture:—(a.) Exact position. (b.) Breathing exercises. (c.) Vowel sound. (d.) Open mouth. (e.) Articulation. (f.) Pronunciation.

25. In order to vary the monotony of the school readers, occasionally select a good story book—like Robinson Crusoe—and require each pupil to read a paragraph, or page, while the others listen. Require the pupils to bring in a newspaper, and read telegrams, advertisements, &c.—*N. E. Journal of Education*.

LESSON IN FRACTIONS.

The teacher hands to each pupil a piece of white paper, all the pieces of uniform size.

T. Fold your papers into halves. Open your papers and fold them into thirds. Crease well. Open your papers. What do you see?

P. I see that three-sixths make one-half of a whole thing.

2d P. I see that two-sixths make one-thirds of a whole thing.

3d P. I see that four-sixths make two-thirds of a whole thing.

Each pupil, while answering, has illustrated his statement by pointing to the proper divisions, as shown on his piece of paper.

T. Fold your paper into fourths. Unfold them. What do you see?

Frank. I see twelve equal parts of a whole thing.

T. What do you call one of those parts?

Frank. A twelfth.

John. I see that six-twelfths make one-half of a whole thing.

Jennie. I see that four-twelfths make one-third of a whole thing.

Mary. I see that three-twelfths make one-fourth of a whole thing.

T. Can you see nothing else?

Frank. Oh, yes! I see that two-twelfths make one-sixth, and that six of these sixths make a whole thing.

T. You have all done well. Now, I am going to ask you a hard question. Tell me how many whole things, or parts of whole things, one-half, one-third and one-fourth will make. Find out by looking at your papers. When you have found an answer write it on a piece of paper and hand it to me.

All are busily engaged for some time. At last all have handed in their answers.

T. John says thirteen-twelfths, and all the rest say thirteen-twelfths. How many can show me from their papers whether this answer is correct or not? [All hands go up.] Frank may try.

Frank, rising with paper in hand, says, (pointing to the half of his paper, as indicated by a crease), in one-half are six twelfths, and, (pointing to one-fourth of his paper), in one-fourth there are three-twelfths, and, (pointing to one-third of his paper), in one-

third there are four-twelfths. I have six-twelfths, three-twelfths, and four-twelfths, which together make thirteen-twelfths. That takes all the twelfths on my paper, and one from Bob's paper.

The above lesson was for a class that had been "through fractions," (1) but who could not see the *real things*. Query.—Are there any pupils in the land who can say $\frac{1}{2} + \frac{1}{3} + \frac{1}{6} = \frac{1}{2} + \frac{1}{3} + \frac{1}{6} = \frac{3}{6} + \frac{2}{6} + \frac{1}{6} = \frac{6}{6}$ or $1\frac{1}{2}$, but who can not for their lives illustrate the same by means of objects?—*N. Y. School Journal*.

HINTS FOR TEACHERS.

How do you spend your time out of the school room? Do you make any preparation for your work of the next day? Do you ever try to study out a plan for improving your school? Do you ever talk with parents and explain to them the nature and importance of your work? Do you engage in conversation with those who can inform you? Do you ever read anything substantial? Do you ever think about what you have read? Do you ever do anything that will make you better, and enable you to teach a better school? If, after reading these questions, you are compelled to answer them all in the negative, you had better quit teaching.

A great many teachers have no programmes. They manage to teach in a sort of slipshod fashion and get along somehow, but a visitor can learn nothing of the day's work unless he stays to see the whole programme carried out. Few can do this. Teachers do not be afraid to put your programme where it can be seen and read. A good programme is better than a recommendation from a board of directors. This tells what they believe you can do, but that shows what you have done, are now doing, and what you intend to do.

Do much less parsing and require many more written recitations. Have the pupil occupy the entire time of the recitation in History in writing his lesson; and then use the time for the Grammar recitation in correcting the mistakes made in writing the history. Such time is well spent. Do not tell the pupils that the next lesson will be written. Let them be prepared to recite orally, and then require the lesson to be recited on slates or paper, without questions. Let them tell what they have learned.

The teacher should especially guard against having such a rush of work come to a focus at the hour of closing that the school must be dismissed in confusion, some pupils with their work half done, others restless and confused, going out without regard to order or quiet. Better call all work to a close a few minutes before the time for dismissal, and have all pass out quietly and in order.—*Our County and Village Schools*.

Three things are essential to good teaching: (1) a knowledge of the scholars; (2) a knowledge of the thing to be taught; and (3) a knowledge of a good method of teaching. No teacher can do best work who has not all three of these requisites. He must know the child. This includes a correct estimate of his capacity, of his degree of advancement, and of his disposition. He must know the subject to be taught. This includes a knowledge of the topic itself, of its relation to other subjects, and of its importance. He must have in mind, ready at hand, and familiar in all its details, before beginning, the entire method of unfolding the topic,—of presenting it to the child's mind; in other words, of causing the child to comprehend the subject. His work must be planned beforehand in the same manner as the architect plans to build a house.—*N. E. Journal of Education*.