

ANY teacher who has used dictation exercises every day in her language work has surely found that the children now readily master the mechanics of written work, that their manuscripts contain fewer errors and that she is saved much of the drudgery that was formerly occasioned by their compositions. Complaint comes from the teachers in the higher institutions of learning, that most students are unable to punctuate a paragraph correctly, and that in the later years of school life, it seems almost impossible to teach them to do so. It is much easier to teach a child of ten to capitalize and punctuate than to aid the student of twenty to form the habit.

Persistence and perseverance alone will enable a child to master the mechanics of written work, and he should have daily practice in such work from the first year of his school life. He should use capitals, commas and periods in their proper places, just as he would cross his *t*'s or dot his *i*'s.

The work of reading and correcting manuscript is dreary and tedious at best, and after it is all done, who has ever felt that the child was benefitted in a measure commensurate with the teacher's toil? Of course, the children's compositions must be looked over, but much of the drudgery connected with such work may be obviated by dictation exercises. Ten minutes each day devoted to this work will be a most profitable investment of time.

The exercises are easily managed by sending one or two children to the board, while the others write at their seats. The sentences should be short, and the teacher should read the whole sentence before the pupils are allowed to write. After all the sentences are written, the work on the board may be criticised and corrected, and then the children in their seats should correct their own exercises.

Five or six sentences a day will suffice, but it is important to have one definite point in view when selecting them. One exercise, for example, should consist of sentences in which the apostrophe is in the possessive singular; another should have for its aim, drill in writing contractions; a third, quotations, and so on. With the little children, too much variety would lead to confusion. If one exercise consisting of the five or six sentences, included quotations, contractions and possessives, there would be no one fact impressed on the pupils' minds. Miscellaneous exercises are profitable only after each principle is thoroughly mastered.—*Primary Education*.

Reverence for children is one of the first essentials which ought to be taught to girls of *every* class. Owing to our inefficient teaching of the better-class girl, she is, when she becomes a mother, too often careless in her selection of a nurse or maid for her children.

If every girl were trained to regard young children with profound reverence, a revolution might be effected in society. The tragedies of the nursery have yet to be written—its threats and brutal punishments, its frequent miscarriage of justice, its ghastly terrors by night, its misconceptions and misunderstandings. To return for a moment to the ordinary domestic servant. What a pleasure it is to receive into one's house a girl who has had the inestimable advantage of home-training under a good mother! C. F. is a tidy, orderly, punctual, capable housemaid, well versed in her duties, and, in consequence, valued by her employers. She was trained by her own mother, the wife of a small farmer whose family was a large one, and every child was systematically taught on a