

edge of a book, a card, slate, or piece of paper, estimated by the class. Then measure and have the answers tested.

Draw lines on the board of various lengths and have class estimate their length, each time correcting or verifying the answers by actual measuring by yourself or pupils.

You will find that your class will delight in measuring.

Require children to bring in pieces of twine, ribbon or paper, a certain number of inches in length.

The work on foot and yard may be carried out in a similar manner. Present the foot as a whole first, and not as a collection of inches. The same may be done with the yard. One thing, however, may be done as preparation for the foot and yard lesson. Ask the class to bring pieces of wood, paper or ribbon, that will just measure twelve inches, or that will contain just three feet or thirty-six inches.

Then they will see that they are learning a simpler name for a length already known.

Have spaces a yard, and also a foot and an inch long, marked on your blackboard, to remain during the year as reference.

Pint and Quart

The class will probably recognize the quart when first presented. There will be but little difficulty in teaching that.

Then teach the pint. Fill it with water before the class, and then fill your quart. It will take but few experiments to have the class see that two of the pints are required to fill the well-known quart.

With the lowest grade children, the practical questions must of necessity be limited to small numbers; but even then, if the above relations of measures are well learned and applied the work to follow will be much easier.

HOW TO TEACH LANGUAGE

By HELEN V. JORDAN

If our need of language is for the expression of thought, and thought is the result of observation and reflection, ought not language culture to mean something more than the study of words?

It is true that words are as necessary to the growth of thought as the brush or colors to the artist who would give distinct and visible form to the fancies which flit through his brain; and just as his ability to realize his conceptions is limited by his skill with the brush, so is our power to impress others with the truths which we see and feel measured by our mastery of words. But how is this mastery to be attained, of what is it the result?

Is not discrimination in the use of words merely an evidence of clearness of perception and fineness of insight? Is not every verbal distinction an index of some difference of thought or of feeling? Are not words the product of the thought with which they come and

which calls them forth? Is not beautiful and forcible expression dependent upon one's power to see, to compare, to deduce conclusions? Is it not the result of delicacy of sentiment and depth of thought?

If it be, is not the primary purpose of a language lesson, as well as of any other, to call into action the mind of the child, to arouse and stimulate his powers of observation, attention and reflection?

Pleasure being one of the strongest incentives to effort, the first thing necessary to carry out this purpose is to give the child something about which it will care to talk or write, something which will arouse those faculties whose action must precede expression. If there is no interest in the subject there will be no motive for inquiry, nothing to induce mental activity or demand expression. If a child be given an object which it cares to examine, its curiosity will lead to close observation, this will result in