

the letters became more and more intelligible to the teacher. The writing, spelling, and formation of the sentences spoke well for the merits of this occupation. It would not be possible for every teacher to follow this plan often. Our friend taught a district school, and the number of her little pupils was small.

Beads are sometimes useful in the school-room. Large ones of different colors are prepared for this purpose. They can be strung on a shoe-lacing, so the annoyance of threading needles is avoided. The beads help the children to gain an idea of color and number. Many ways of using them will naturally be suggested to the teacher. For instance, the pupils may one day put on the string, first a bead of one color, then two of another. This will help them to learn the numbers one, two, and three; also the fact that one and two make three. If beads cannot easily be obtained, some cheap buttons may be used instead.

The great bunches of wild flowers which the children give to the teacher will sometimes afford occupation for the little pupils. The flowers may be separated into small bunches, each bunch containing a certain number of flowers, of which, perhaps, one-half are of one color, the other half of another. There are many ways in which the children can be occupied with the flowers and be gaining an idea of color and number also. The little pupils will enjoy arranging the flowers into bouquets, and it will improve their taste to be allowed the pleasure.

Many of the kindergarten gifts work well in a school room, and they can be easily obtained.—*The American Teacher*.

TEACHING THE ENGLISH LANGUAGE.

By JOHN MECKELBOROUGH, Ph. D.

Educators everywhere, and especially thoughtful parents, at once recognize the fact that a proper study of the mother tongue—English—overtops and transcends in an immeasurable degree any other topic that can be named in our full-packed common school course of study. A study of English embraces much more than the routine work of English grammar. It begins with the first lisping of the infant; but to confine the question to school-life,—it begins the day the child enters school, and should continue through primary, grammar, high-school, and