

with the finger, and simultaneous, with the hand.

The attempt to teach the meaning of new words out of thought connection always involves waste of energy if nothing worse. But one or two of these methods applied to the new words as they are met in the reading lesson will almost never fail to give a clear and accurate grasp of the meaning, for not only is the golden moment of excited curiosity thus improved, but the thought connection in which the words occur in the lesson adds No. 5 to the methods employed.

The mistakes which children make in dealing with recently acquired words are a profitable psychological study. Most of them reveal defects, not in the child's thinking, but in the teaching he has received. The following is not a list of merely imaginary, possible blunders; some of the best of them were actually produced in written exercises within the past few months, by school children of good mental ability. Definitions (or synonyms) were memorized, and then the pupils were to use the words in sentences. (Some of these "definitions," also, are from school readers):

Fancies—Images.

Cherub—A beautiful thing.

Deduce—To draw.

Capillary—A small vessel.

Absorbed—Taken in; swallowed.

Results—Comes out; ends.

Feint—A show.

Ferment—To work.

Utter—Complete.

Deciduous—Falling.

Cultivated—Grown.

Aperture—An opening.

Some of the written sentences were:

The Chinamen worship fancies.

Mary's new hat is a cherub.

Columbus had three capillaries.

I deduced a map yesterday.

The shoe-maker quit business and his sign was absorbed.

The rat results from his hole at night.

School results for this term next week.

My father took me down to see the feint.

Girls like to ferment in the garden.

We study Fish's utter arithmetic.

He was deciduous down the stairs.

The boy has cultivated an inch this year.

Next week my uncle will have a saloon aperture.

Does not this subject open up a fruitful field for a practical study of apperception?

HOUSEHOLD SCIENCE

There is something every teacher may do in this field. The Winnipeg School Board has published a series of outlines for use in the classes in which Domestic Science is taught. The Journal will select a few of these for the guidance of teachers in other parts of the province. Even if children are not doing actual cooking, preserving and the like, at school, there is something they can learn. The outlines here given may be suggestive.

Cleaning

(a) Pure air and pure water mean simply clean air and clean water.

Dirt breeds disease, therefore it is important that we should understand the reasons for cleaning.

Dust is everywhere present. A sun-beam shows us that the air is full of it. There are two kinds of dust, visible and invisible. The dust in houses usually consists of dust alone or dirt mixed with moisture, greasy or sticky substances. This is visible dust. Invisible dust is composed of tiny "seeds" or "spores." When these fall upon suitable material they grow and multiply. These tiny plants are of three kinds: molds, yeasts and bacteria.

Bacteria.—The visible dust may do harm by irritating the nose, throat, and lungs; but certain kinds of bacteria, if they enter the body, may produce diseases, such as consumption, diphtheria or typhoid fever. Other kinds cause